



CRAFTING KNOWLEDGE:

Implementing Project-Based Learning in Academic Writing



*Prof. Dr. Mister Gidion Maru, M.Hum.
Dr. Fergina Lengkoan, M.Pd.*

CRAFTING KNOWLEDGE:
IMPLEMENTING PROJECT-BASED LEARNING
IN ACADEMIC WRITING

Prof. Dr. Mister Gidion Maru, M.Hum.
Dr. Fergina Lengkoan, M.Pd.



Tahta Media Group

UU No 28 tahun 2014 tentang Hak Cipta

Fungsi dan sifat hak cipta Pasal 4

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

Pembatasan Pelindungan Pasal 26

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i. penggunaan kutipan singkat Ciptaan dan/atau produk Hak Terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii. Penggandaan Ciptaan dan/atau produk Hak Terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan Fonogram yang telah dilakukan Pengumuman sebagai bahan ajar; dan
- iv. penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu Ciptaan dan/atau produk Hak Terkait dapat digunakan tanpa izin Pelaku Pertunjukan, Produser Fonogram, atau Lembaga Penyiaran.

Sanksi Pelanggaran Pasal 113

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

**CRAFTING KNOWLEDGE:
IMPLEMENTING PROJECT-BASED LEARNING
IN ACADEMIC WRITING**

Penulis:
Prof. Dr. Mister Gidion Maru, M.Hum.
Dr. Fergina Lengkoan, M.Pd.

Desain Cover:
Tahta Media

Editor:
Tahta Media

Proofreader:
Tahta Media

Ukuran:
viii, 96, Uk: 15,5 x 23 cm

ISBN: 978-623-147-527-5

Cetakan Pertama:
September 2024

Hak Cipta 2024, Pada Penulis

Isi diluar tanggung jawab percetakan

Copyright © 2024 by Tahta Media Group
All Right Reserved

Hak cipta dilindungi undang-undang
Dilarang keras menerjemahkan, memfotokopi, atau
memperbanyak sebagian atau seluruh isi buku ini
tanpa izin tertulis dari Penerbit.

PENERBIT TAHTA MEDIA GROUP
(Grup Penerbitan CV TAHTA MEDIA GROUP)
Anggota IKAPI (216/JTE/2021)

ACKNOWLEDGMENT

We would like to extend our heartfelt gratitude to all those who have contributed to the success of this book, "Crafting Knowledge: Implementing Project-Based Learning in Academic Writing."

To Our Students

Your enthusiasm, creativity, and dedication have been a constant source of inspiration throughout our journey. Your willingness to engage in real-world projects and your commitment to improving your writing skills have been invaluable.

To Our Colleagues and Fellow Educators

We thank you for sharing your experiences, insights, and best practices in implementing Project-Based Learning (PjBL). Your contributions have enriched our understanding and helped us refine our approaches to ensure the effectiveness of this instructional method.

To Educational Institutions

We are grateful for the support and encouragement you have provided in our pursuit of innovative teaching practices. Your commitment to fostering student-centered learning and providing necessary resources has been instrumental in our success.

To Researchers and Scholars

We acknowledge the groundbreaking studies and theories that have laid the foundation for PjBL and its application in academic writing. Your work has guided us in designing and implementing effective PjBL projects that enhance students' critical thinking, collaboration, and writing skills.

To The Almighty God

We thank Him for His blessings that have enabled us to complete this book.

Thank you all for your invaluable contributions and dedication to improving educational experiences worldwide.

*"Start your dream with writing and write about what
you are dreaming of.."*

-Fergina 2024-

“Writing is an essential skill for students, whether used for effective communication, academic success, and professional development”

Needed..

“Understanding the writing process and addressing the challenges students face can improve their writing abilities and overall educational experience”

TABLE OF CONTENTS

Acknowledgment	iv
Table of Contents	vii
Introduction	1
A. Overview of Project-Based Learning (PjBL)	1
B. Importance of PjBL in Academic Writing	3
C. Purpose and Scope of the Book	6
Chapter 1: Foundations of Project-Based Learning	8
A. Definition and Key Principles of PjBL	8
B. Historical Context and Evolution of PjBL	9
C. Theoretical Frameworks Supporting PjBL	11
Chapter 2: Implementing PjBL in Academic Writing	14
A. Designing PjBL Projects for Academic Writing	14
B. Steps Involved in Implementing PjBL in Writing Classes	17
C. Case Studies of Successful PjBL Implementations	19
Chapter 3: Inquiry-Based Learning in Academic Writing	21
A. The Role of Inquiry in PjBL	22
B. Strategies for Encouraging Inquiry in Writing Projects	23
C. Examples of Inquiry-Based Writing Projects	24
Chapter 4: Collaborative Learning in PjBL	27
A. The Importance of Collaboration in Writing Projects	28
B. Strategies for Facilitating Collaborative Learning	29
C. Case Studies of Collaborative Writing Projects	31
Chapter 5: Technology Integration in PjBL	34
A. Tools and Resources for Implementing PjBL in Writing Classes	35
B. Best Practices for Using Technology in PjBL	38
C. Practices of Technology-Enhanced Writing Projects	51

Chapter 6: Assessment and Evaluation in PjBL	54
A. Challenges in Assessing PjBL Projects	54
B. Opportunities in Assessing PjBL Projects	55
C. Strategies for Evaluating Student Learning in PjBL	55
D. Case Studies of Effective Assessment Practices	56
Chapter 7: Overcoming Challenges in Implementing PjBL.....	59
A. Difficulties in Implementing Project-Based Learning (PjBL) ..	59
B. Methods for Surmounting Obstacles	64
C. Case Studies of Successful Overcoming of Challenges	65
Chapter 8: Scaling Up PjBL in Academic Writing	68
A. Strategies for Scaling Up PjBL in Writing Programs	68
B. Case Studies of Large-Scale PjBL Implementations	80
C. Lessons Learned from Scaling Up PjBL	82
Conclusion	85
A. Summary of Key Points	85
B. Future Directions for PjBL in Academic Writing.....	87
C. Recommendations for Teachers and Administrators.....	89
References	92
Authors	95

INTRODUCTION

A. OVERVIEW OF PROJECT-BASED LEARNING (PJBL)

Project-Based Learning (PjBL) is an instructional approach that empowers students to develop knowledge and skills through real-world, personally meaningful projects. This methodology is designed to foster critical thinking, collaboration, and problem-solving skills, preparing students for the complexities of the modern world. Here is an overview of PJBL, highlighting its key characteristics, essential elements, benefits, and implementation strategies.

Key Characteristics of PjBL

1. **Student-Centered:** PjBL is a student-centered approach where students drive the inquiry and discovery process, while instructors serve as guides or mentors.
2. **Real-World Application:** PjBL involves students in solving real-world problems or answering complex questions, making learning more authentic and engaging.
3. **Extended Duration:** Projects are typically conducted over an extended period, ranging from a week to a semester or even a school year.
4. **Collaboration:** PjBL encourages collaboration among students, fostering teamwork and communication skills.
5. **Critical Thinking and Problem Solving:** Students use higher-order thinking skills to investigate and respond to the project's driving question or challenge.
6. **Public Product:** Students create a public product or presentation that demonstrates their knowledge and skills, often for a real audience.

Essential Elements of PjBL

1. **Authenticity:** Projects should be authentic and relevant to real-world scenarios.
2. **Challenge:** Projects should be challenging and require sustained effort from students.
3. **Collaboration:** Students work together to achieve project goals, promoting teamwork and communication.
4. **Reflection:** Regular reflection is crucial to ensure students are on the right track and to adjust the project as needed.

Benefits of PjBL

1. **Preparation for Real World:** PjBL prepares students for the real world by teaching them to work on projects that mimic real-world scenarios.
2. **Development of Skills:** PjBL helps students develop critical thinking, problem-solving, collaboration, creativity, and communication skills.
3. **Engagement:** PjBL is more engaging than traditional teaching methods, as students are actively involved in the learning process.

Implementation and Resources

1. **Teacher Guidance:** Teachers play a crucial role in guiding students through the PjBL process, providing resources and support as needed.
2. **Project Ideas:** There are various resources available for teachers to find project ideas and implement PjBL effectively.
3. **Frameworks and Models:** Tools like the Gold Standard PjBL model and the High Quality PjBL Framework provide structured approaches to implementing PjBL.

Common Misconceptions

1. **PjBL vs. Projects:** PjBL is often misunderstood as simply doing a project. However, PjBL involves a deeper, more structured approach to learning.
2. **Time Management:** PjBL can be time-consuming, but it can also be managed effectively by starting small and focusing on well-orchestrated changes.

By understanding these key characteristics, essential elements, benefits, implementation strategies, and common misconceptions, educators can effectively integrate PjBL into their teaching practices, enhancing student engagement and preparing them for the complexities of the modern world (Dewi, 2016) (Putra & Gede, 2014) (Kartika-Ningsih & Gunawan, 2019).

B. IMPORTANCE OF PJBL IN ACADEMIC WRITING

Project-Based Learning (PjBL) has emerged as a transformative approach in academic writing, offering numerous benefits that enhance student engagement, skill development, and overall writing proficiency. Here, we delve into the importance of PjBL in academic writing, highlighting its key characteristics, essential elements, and the impact it has on students' writing abilities.

Key Characteristics of PjBL in Academic Writing

1. **Student-Centered:** PjBL is a student-centered approach where students drive the inquiry and discovery process, while instructors serve as guides or mentors.
2. **Real-World Application:** PjBL involves students in solving real-world problems or answering complex questions, making learning more authentic and engaging.
3. **Extended Duration:** Projects are typically conducted over an extended period, ranging from a week to a semester or even a school year.

4. **Collaboration:** PjBL encourages collaboration among students, fostering teamwork and communication skills.
5. **Critical Thinking and Problem Solving:** Students use higher-order thinking skills to investigate and respond to the project's driving question or challenge.
6. **Public Product:** Students create a public product or presentation that demonstrates their knowledge and skills, often for a real audience.

Essential Elements of PjBL in Academic Writing

1. **Authenticity:** Projects should be authentic and relevant to real-world scenarios.
2. **Challenge:** Projects should be challenging and require sustained effort from students.
3. **Collaboration:** Students work together to achieve project goals, promoting teamwork and communication.
4. **Reflection:** Regular reflection is crucial to ensure students are on the right track and to adjust the project as needed.

Benefits of PjBL in Academic Writing

1. **Preparation for Real World:** PjBL prepares students for the real world by teaching them to work on projects that mimic real-world scenarios.
2. **Development of Skills:** PjBL helps students develop critical thinking, problem-solving, collaboration, creativity, and communication skills.
3. **Engagement:** PjBL is more engaging than traditional teaching methods, as students are actively involved in the learning process.

Implementation and Resources

1. **Teacher Guidance:** Teachers play a crucial role in guiding students through the PjBL process, providing resources and support as needed.

2. **Project Ideas:** There are various resources available for teachers to find project ideas and implement PjBL effectively.
3. **Frameworks and Models:** Tools like the Gold Standard PjBL model and the High Quality PjBL Framework provide structured approaches to implementing PjBL.

Common Misconceptions

1. **PjBL vs. Projects:** PjBL is often misunderstood as simply doing a project. However, PjBL involves a deeper, more structured approach to learning.
2. **Time Management:** PjBL can be time-consuming, but it can also be managed effectively by starting small and focusing on well-orchestrated changes.

Case Studies and Research

1. **Enhancing Writing Skills:** Research has shown that PjBL can significantly enhance students' writing skills. For example, a study using PjBL to teach academic writing found that students' writing scores improved significantly after the intervention, indicating a positive impact on their writing abilities.
2. **Procedure Text:** Another study focused on procedure text, where students engaged in hands-on activities and collaborative projects. The results showed a significant improvement in students' writing skills, particularly in organization, clarity, coherence, and language proficiency.
3. **Essay Writing:** The implementation of PjBL in essay writing classrooms has also been found to be effective in improving students' essay writing skills. Students' responses and interviews with teachers highlighted the positive impact of PjBL on their listening skills and overall academic performance.

Project-Based Learning is a powerful tool in academic writing, offering a structured and engaging approach that enhances students' critical thinking, collaboration, and problem-solving skills. By

understanding the key characteristics, essential elements, and benefits of PjBL, educators can effectively integrate it into their teaching practices, leading to improved student outcomes and a more authentic learning experience.

C. PURPOSE AND SCOPE OF THE BOOK

General Purpose

The book "Crafting Knowledge: Implementing Project-Based Learning in Academic Writing" is primarily aimed at educational guidance. Its purpose is to provide educators with practical strategies and foundational principles for integrating Project-Based Learning (PjBL) into academic writing curricula.

Scope

The scope of the book encompasses several key areas:

Foundations of Project-Based Learning

Authenticity: Emphasizes the importance of projects that are relevant to students' lives and societal issues, enhancing engagement and applicability.

Collaboration: Encourages learners to work together, fostering teamwork and communication skills.

Reflection: Highlights the need for students to reflect on their learning process, ensuring they understand the value of their work.

Historical Context

Evolution: Traces the evolution of PjBL from early 20th-century methods to modern applications, illustrating how it has adapted to meet contemporary educational needs.

Implementing PjBL in Academic Writing

Student Engagement: Provides practical insights into creating PjBL projects that foster student motivation and engagement.

Writing Skills: Emphasizes the development of critical thinking and problem-solving abilities through real-world problems, enhancing writing skills.

Technological Tools: Highlights the significance of using technological tools to facilitate learning and collaboration.

Overcoming Challenges

Structured Guidance: Offers strategies for providing structured guidance to support students throughout the project.

Peer Feedback: Encourages peer feedback to enhance the learning experience.

Scaffolding Techniques: Employing scaffolding techniques to support students as they work on projects.

Conclusion

The book serves as a comprehensive guide for educators seeking to transform their teaching practices by integrating PjBL into academic writing. It provides educators with the tools necessary to foster a more engaging and effective academic writing curriculum, ultimately leading to improved outcomes and a deeper understanding of the writing process.

CHAPTER 1

FOUNDATIONS OF PROJECT-BASED LEARNING

A. DEFINITION AND KEY PRINCIPLES OF PJBL

Project-Based Learning (PjBL) is a teaching method where students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. This approach actively involves students in their learning, preparing them for the world beyond the classroom by fostering critical thinking, collaboration, and problem-solving skills.

Key Principles

PjBL is grounded in several key principles that ensure its effectiveness. Firstly, authenticity is crucial; projects should be meaningful and relevant to students' lives, cultures, or societal issues. This helps students connect the content to real-world scenarios, making the learning experience more engaging and applicable. Secondly, PjBL adopts a student-centered approach, where students are at the center of the learning process. They should take part-ownership of their learning and have a say in the scope and direction of the project. This approach encourages students to be proactive and invested in their own education.

Essential Elements

PjBL is characterized by several essential elements that make it a powerful learning tool. Problem-oriented learning is at the heart of

PjBL, where projects are organized around problems that require students to think critically and solve them. This approach helps students develop higher-order thinking skills and prepares them for real-world challenges. Additionally, PjBL often involves interdisciplinary learning, combining multiple subjects to solve complex problems. This helps students see the interconnectedness of different subjects and enhances their understanding of the world around them.

Implementation

Implementing PjBL effectively requires careful planning and guidance. Teacher guidance is essential; teachers play a crucial role in guiding students through the PjBL process, providing resources and support as needed. Teachers can also find various resources to help them find project ideas and implement PjBL effectively. Tools like the Gold Standard PjBL model and the High Quality PjBL Framework provide structured approaches to implementing PjBL, ensuring that the process is well-orchestrated and productive.

PjBL is a transformative teaching method that prepares students for the complexities of the modern world by fostering critical thinking, collaboration, and problem-solving skills. By adhering to its key principles and essential elements, and by implementing it effectively, educators can create a learning environment that is both engaging and effective.

B. HISTORICAL CONTEXT AND EVOLUTION OF PJBL

Historical Evolution of PjBL Early 20th Century: John Dewey's emphasis on experiential learning laid the groundwork for PjBL. Dewey believed that students should be actively engaged in their learning, rather than passively receiving information from teachers. 1930s: The Harkness Table method was introduced, which involved students working in small groups to discuss and solve problems. This approach was a precursor to the collaborative nature of modern PjBL.

Sputnik Era: The launch of Sputnik in 1957 highlighted the need for improved science education. This led to a renewed focus on PjBL in medical and scientific fields, where students were encouraged to solve real-world problems. **1980s and 1990s:** The PjBL approach was adopted in medical schools and later expanded to other educational settings. Medical faculty at McMaster University introduced the tutorial process, which became a model for PjBL in other fields. **Digital Age:** In the 21st century, PjBL has adapted to incorporate digital tools, enhancing collaboration, accessibility, and innovation. This has made PjBL a viable and scalable option across diverse educational landscapes. **Key Principles and Implementation**

Authenticity: Projects should be meaningful and relevant to students' lives, cultures, or societal issues. **Student-Centered Approach:** Students are at the center of the learning process, taking part-ownership of their learning and having a say in the scope and direction of the project. **Step-by-Step Guide:** Projects are broken down into manageable steps or tasks, with a timeline created to help students stay on track. **Guidance and Facilitation:** Instructors provide resources, answer questions, and help solve problems as needed. **Assessment:** Both formative and summative assessments are used to evaluate student work, considering both the process and the final product. **Essential Elements**

Problem-Oriented Learning: Projects are organized around problems that require students to think critically and solve them. **Interdisciplinary Learning:** Projects often involve combining multiple subjects to solve complex problems. **Collaboration:** Students work together to achieve project goals, fostering teamwork and communication skills. **Critical Thinking and Problem Solving:** Students use higher-order thinking skills to investigate and respond to the project's driving question or challenge. **Public Product:** Students create a public product or presentation that demonstrates their knowledge and skills, often for a real audience. **Case Studies and Research**

World History Class: A study in a Grade 11 World History class used PjBL to explore twentieth-century historical situations. The

results showed enhanced outcomes from student-centered learning. Medical Education: The PjBL approach in medical education has been successful in preparing students for real-world challenges by using problems as a starting point for acquiring new knowledge."

John Dewey's philosophy significantly influenced the development of Project-Based Learning (PjBL) by emphasizing experiential learning, student-centered approaches, and the importance of real-world applications. Dewey's ideas about education as a process of active engagement and his rejection of traditional rote-learning methods laid the groundwork for the principles of PjBL. Dewey's Theories and Their Application in PjBL

Problem-Oriented Learning: Dewey's theory of inquiry, where students define problems, test hypotheses, and find solutions, is central to PjBL. Projects are organized around problems that require students to think critically and solve them.

Interdisciplinary Learning: Dewey's belief in integrating subject matter with learners' interests is reflected in PjBL's interdisciplinary approach. Projects often combine multiple subjects to solve complex problems.

Public Product: Dewey's emphasis on students engaging with the world and producing something tangible is seen in PjBL's requirement for a public product or presentation. This demonstrates students' knowledge and skills to a real audience.

C. THEORETICAL FRAMEWORKS SUPPORTING PJBL

Project-Based Learning (PjBL) is supported by several theoretical frameworks that emphasize active learning, student-centered approaches, and the integration of multiple subjects to solve complex problems. Here are some of the key theoretical frameworks supporting PjBL:

1. Problem-Based Learning (PjBL) Framework

PjBL is considered an active teaching strategy where students take the lead in their own professional training and education. It

encourages students to move beyond a passive role, exposing them to problems and developing a sense of self-direction in search of the knowledge required to solve them. This approach values practical experience and is grounded in the educational philosophies of William Heard Kilpatrick and John Dewey.

2. Student-Centered Learning

PjBL is student-centered, focusing on the learner's needs and interests. This approach emphasizes the importance of student engagement and motivation, allowing students to take ownership of their learning process. Student-centered learning is a core principle of PjBL, ensuring that students are actively involved in solving problems and creating meaningful projects.

3. Interdisciplinary Learning

PjBL often involves interdisciplinary approaches, combining multiple subjects to solve complex problems. This framework recognizes that real-world challenges often require an integrated understanding of various subjects, making learning more comprehensive and applicable.

4. Collaborative Learning

Collaborative learning is a critical component of PjBL, where students work together to achieve project goals. This framework fosters teamwork, communication, and problem-solving skills, preparing students for collaborative work environments.

5. Reflective Learning

PjBL emphasizes reflective learning, where students reflect on their learning process and outcomes. This framework helps students develop critical thinking and problem-solving skills by analyzing their experiences and adjusting their approaches accordingly.

6. Curriculum-as-Plan and Curriculum-as-Lived

This framework, proposed by Ted Aoki, distinguishes between the planned curriculum (curriculum-as-plan) and the lived curriculum (curriculum-as-lived). PjBL manifests as both a

planned approach with educational objectives and commitments, as well as lived practices in the classroom, where students engage with real-world problems and create meaningful projects.

7. Phenomenological Pedagogy

Phenomenological pedagogy, as explored by Max van Manen, focuses on the pedagogical moment in teacher education. It describes the phenomenon of teaching and learning through three phases: tension, opening, and pulse. This framework helps educators understand the complexities of teaching and learning in a PjBL context

CHAPTER 2

IMPLEMENTING PJBL IN ACADEMIC WRITING

A. DESIGNING PJBL PROJECTS FOR ACADEMIC WRITING

Designing Project-Based Learning (PjBL) projects for academic writing involves several key considerations to ensure effectiveness and engagement. Here are some insights from the sources:

Student Engagement and Motivation:

PjBL can provoke students to acquire new knowledge through their own projects, making the learning process more engaging and interactive.

Students positively view PjBL as very helpful, although they have mixed opinions about whether the project should be carried out individually or in groups.

Advantages of PjBL:

PjBL offers several advantages, including minimizing individual tasks, avoiding getting stuck, accomplishing the project in a well-planned manner, and engaging students more actively.

It allows students to work on real-world problems, which can enhance their critical thinking and problem-solving skills.

Technological Tools and Media:

Incorporating appropriate technological tools and teaching media into PjBL can enhance the learning experience and make it more interactive.

REFERENCES

- Amin, S., & Shahnaz, M. (2023). Benefits and Challenges of Online Project-Based Learning: Students and the Lecturer's Perceptions. *Jurnal Kependidikan Penelitian Inovasi Pembelajaran*, 7(1), 15–30. <https://doi.org/10.21831/jk.v7i1.58409>
- Baharuddin, M. R., A., F., & Nasir, F. (2021). Penerapan Pembelajaran Berbasis Proyek Untuk Meningkatkan Assesmen Kompetensi Minimum Siswa. *EQUALS: Jurnal Ilmiah Pendidikan Matematika*, 4(2), 105–111. <https://doi.org/10.46918/equals.v4i2.1093>
- Dewi, H. (2016). *PROJECT BASED LEARNING TECHNIQUES TO IMPROVE SPEAKING SKILLS*.
- Evenddy, S. S., Gailea, N., & Syafrizal, S. (2023). Exploring the Benefits and Challenges of Project-Based Learning in Higher Education. *PPSDP International Journal of Education*, 2(2), 458–469. <https://doi.org/10.59175/pijed.v2i2.148>
- Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102, 101586. <https://doi.org/10.1016/j.ijer.2020.101586>
- Indahwati, S. D., Rachmadiarti, F., & Hariyono, E. (2023). Integration of PJBL, STEAM, and Learning Tool Development in Improving Students' Critical Thinking Skills. *IJORER: International Journal of Recent Educational Research*, 4(6), 808–818. <https://doi.org/10.46245/ijorer.v4i6.434>
- Kartika-Ningsih, H., & Gunawan, W. (2019). Recontextualisation of genre-based pedagogy: The case of Indonesian EFL classrooms. *Indonesian Journal of Applied Linguistics*, 9(2). <https://doi.org/10.17509/ijal.v9i2.20231>
- Korkman, N., & Metin, M. (2021). *The Effect of Inquiry-Based Collaborative Learning and Inquiry-Based Online Collaborative Learning on Success and Permanent Learning of Students*.

- Kurniawan, W., Riantoni, C., & Lestari, N. (2024). Evaluating Project-Based Learning Success: Unveiling Insights through Supervised Machine Learning Assessment. *AL-ISHLAH: Jurnal Pendidikan*, 16(1), 117–125. <https://doi.org/10.35445/alishlah.v16i1.4365>
- Laili, E. N., & Muflifah, T. (2020). THE EFFECTIVENESS OF GOOGLE CLASSROOM IN TEACHING WRITING OF RECOUNT TEXT FOR SENIOR HIGH SCHOOLS. *Journal of Languages and Language Teaching*, 8(4), 348. <https://doi.org/10.33394/joltt.v8i4.2929>
- Lynch, P. (2023). *The Use of Project-Based Learning Strategies in Improving Students' English Writing Skills at STIKes RS Husada: The Implementation and Students' Opinion*. 14(04).
- Nilasari, A. P., Retnosari, R., & Setyawan, S. (2021). Efektifitas Pembelajaran Jarak Jauh Terhadap Kepuasan Proses Pembelajaran Di Prodi D3 Dan S1 Akuntansi Untidar. *SOSIO DIALEKTIKA*, 6(2), 167. <https://doi.org/10.31942/sd.v6i2.5679>
- Nurkhamidah, N. (2023a). Investigating The Lecturers' Challenges In Implementing Project-Based Learning In Writing Class. *Sustainable Jurnal Kajian Mutu Pendidikan*, 6(1), 1–10. <https://doi.org/10.32923/kjmp.v6i1.3083>
- Nurkhamidah, N. (2023b). Investigating The Lecturers' Challenges In Implementing Project-Based Learning In Writing Class. *Sustainable Jurnal Kajian Mutu Pendidikan*, 6(1), 1–10. <https://doi.org/10.32923/kjmp.v6i1.3083>
- Ou, C., & Joyner, D. (2023). SEVEN YEARS OF ONLINE PROJECT-BASED LEARNING AT SCALE. *International Journal on Innovations in Online Education*, 7(1), 69–85. <https://doi.org/10.1615/IntJInnovOnlineEdu.2023049968>
- Putra, R. D., & Gede, I. D. (2014). *A STUDY ON THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING WRITING SKILL TO ENGLISH EDUCATION DEPARTMENT STUDENTS OF MAHASARASWATI UNIVERSITY DENPASAR IN ACADEMIC YEAR 2013/2014*. 2.

- Rambe, L. N., & Suganda, S. P. (2023). Implementation of project-based learning in English Classroom of Merdeka Curriculum: Student and Teacher Perception. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 17(2), 196. <https://doi.org/10.24036/ld.v17i2.126166>
- Rediani, N. N. (2024). THE IMPACT OF PROJECT-BASED LEARNING ON STUDENTS' SCIENTIFIC LITERACY AND AUTONOMY. *Indonesian Journal of Educational Development (IJED)*, 5(1), 79-90. <https://doi.org/10.59672/ijed.v5i1.3747>
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*.
- Sianipar, D. E. E. (2022). *TEACHING WRITING USING GOOGLE CLASSROOM PLATFORM FOR VOCATIONAL HIGH SCHOOL STUDENTS*. 1(2).
- Tamim, S. R., & Grant, M. M. (2013). Definitions and Uses: Case Study of Teachers Implementing Project-based Learning. *Interdisciplinary Journal of Problem-Based Learning*, 7(2). <https://doi.org/10.7771/1541-5015.1323>
- Triana, D. A., Ekawati, Y. N., & Santoso, M. E. (2023). *Implementation of the Project-Based Learning (PjBL) Model in Teaching Macro Listening Skills*.
- Tuanany, N., Wael, S., & Tuaputty, H. (2023). INTEGRATION OF PROJECT BASED LEARNING (PjBL) AND PICTURE AND PICTURE (PaP) LEARNING MODELS ON PROCESS SKILLS, CRITICAL THINKING AND LEARNING OUTCOMES OF CLASS X IPA STUDENTS AT SMA MUHAMADIYAH MASOHI AND SMA NEGERI 15 CENTRAL MALUKU. *RUMPHIUS Pattimura Biological Journal*, 5(1), 007-011. <https://doi.org/10.30598/rumphiusv5i1p007-011>
- Yani, I. P., Ahzari, S., & Novitra, F. (n.d.). *Technology Integration in the Project Based Learning Model: Bibliometric Analysis 2015-2024*.

AUTHORS

Prof. Dr. Mister Gidion Maru, M.Hum.



Mister Gidion Maru is a Professor at English Education Department in Universitas Negeri Manado (UNIMA). He completed Sarjana Sastra in English Literature in Universitas Gadjah Mada in 1998. He is awarded Cum Laude for both his Master of Humanities (2006) majoring in Literature and for Doctorate (2013) of the same field at the same University. He was also a former Fulbright research scholar in Bowling Green State University,

Ohio, USA (2010). His research articles have been published in Scopus-indexed, WOS-Indexed and Sinta-Indexed Journals. Mister Gidion Maru has been also active in the competitive research grant funded by DRPTM Kemendikbudrisetk since 2013. He is currently an editor and reviewer for several Scopus, WOS, and Sinta Indexed journals. He has been a certified research reviewer since 2019. His interest are literary criticism, academic writing, , cultural studies, text analysis, and essay writings related to character building. He can be reached at mrgidionmaru@unima.ac.id. ORCIDId: 0000-0001-7549-1922, Scopus Id: 57203402872, and WOS id: N-5665-2019.

Dr. Fergina Lengkoan, M.Pd.



Fergina Lengkoan was born in Boyongpante, Sinonsayang, South Minahasa, North Sulawesi, on February 10, 1990. By 2005, she successfully finished her elementary school education and proceeded to pursue her studies at SMP N 1 Bitung and SMA N 1 Bitung. She ultimately graduated in 2008. Fergina commenced her undergraduate studies in 2010 at Universitas Negeri Manado and promptly pursued her master's studies, successfully obtaining a master's degree in 2014, and doctoral studies at Universitas Negeri Makassar in 2024. Fergina resides in Tondano City and holds dual positions as an assistant lecturer at Universitas Negeri Manado and an administrative operator in the English Language Education Department. She can be reached at ferginalengkoan@unima.ac.id and her contributions can be tracked through her Scopus Author ID: 57221329365.

The book "Crafting Knowledge: Implementing Project-Based Learning in Academic Writing" serves as a vital resource for educators aiming to enhance academic writing through the integration of Project-Based Learning (PjBL). The book is divided into several key sections, including an overview of PjBL, its key principles, and essential elements. A substantial portion of the book is dedicated to the specific application of PjBL in academic writing, providing practical insights into creating PjBL projects that foster student motivation and engagement. The book also discusses several theoretical frameworks that support PjBL, such as Problem-Based Learning, Student-Centered Learning, Interdisciplinary Learning, Collaborative Learning, and Reflective Learning. Case studies and research are included to demonstrate the effectiveness of PjBL in enhancing students' writing skills, with studies showing significant improvements in areas like procedure text and essay writing. The purpose and scope of the book are to provide educators with the tools necessary to foster a more engaging and effective academic writing curriculum by integrating PjBL, ultimately preparing students for real-world challenges.



IKAPI
INSTITUT KEMAHIRUAN
INDONESIA

CV. Tahta Media Group
Surakarta, Jawa Tengah
Web : www.tahtamedia.com
Ig : tahtamedia group
Telp/WA : +62 896-5427-3996

ISBN 978-623-147-527-5 (PDF)

