

Incorporating Student Interests and Project-Based Learning to Promote Engaging and Sustainable Educational Experiences in Indonesia

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Abstract. This study presents valuable information for educators in Indonesia who want to build long-term and inspiring learning experiences. Teachers can foster long-term English language competency by adopting sustainable strategies such as immersive language settings, authentic resources, formative evaluation, collaborative learning, and language skill integration. Implementing project-based learning (PBL) alongside curricular requirements, ongoing professional development, student reflection, and community collaborations provides engaging and long-lasting educational experiences. In addition, encouraging student interest in creative writing across the curriculum enhances communication and critical thinking skills. Students are empowered to become responsible global citizens through sustainable cultural and global education in sustainable agriculture. Educators foster involvement and ownership by incorporating student interests into class planning. Educators in Indonesia can create transformative and impactful learning environments that empower students for lifelong success by embracing these concepts.

Keywords: *Sustainable learning, Empowered students, Educators, Engaging educational experiences*

INTRODUCTION

Education in Indonesia is undergoing a transformation that emphasizes the importance of providing students with compelling and long-term learning experiences. This research seeks to solve this critical issue by investigating two essential strategies: project-based learning (PBL) and incorporating students' interests in class planning. By looking into these approaches, the study hopes to provide practical insights and recommendations for Indonesian educators, enabling them to construct educational environments that catch students' attention and enhance long-term learning results.

Several fundamental motivations drive this investigation. To begin, there is an urgent need to improve English language abilities among ninth-grade students in order to provide them with the competencies required for academic and professional success. This study attempts to uncover practical approaches to improve English language competency in the Indonesian environment by applying sustainable methods that foster language learning, critical thinking, and effective communication.

Second, when creative writing is integrated into content area courses, it frequently encounters resistance and lack of passion among students. To address this issue, the research looks into long-term tactics that encourage student buy-in and enthusiasm for creative writing across disciplines. Teachers in Indonesia can foster students' confidence and passion for writing by creating a friendly and engaging environment that encourages creative writing outside of English class.

Furthermore, this study emphasizes the importance of developing lifelong learners with critical skills for real-world difficulties. This study analyzes how Indonesian students may actively participate in meaningful projects that build teamwork, critical thinking, and problem-solving abilities through the use of project-based learning (PBL). Educators can build sustainable education that allows students to become lifelong learners by introducing PBL into the curriculum.

Moreover, this study emphasizes the significance of incorporating students' interests into class planning. Educators may build a more engaging and individualized learning experience that interacts with students on a deeper level by taking into account their students' passions and preferences. This study intends to provide practical examples and demonstrate the long-term benefits of aligning educational content with student interests by investigating the usefulness of aligning educational content with student interests.

Finally, it is critical to consider the unique setting of Indonesian schools. This study intends to provide insights and recommendations that are immediately applicable and relevant to Indonesian educators by sharing real-life experiences from Indonesian educational contexts. This study intends to contribute to the improvement of educational practices in the country by recognizing the particular problems and opportunities within the Indonesian educational landscape.

This study aims to improve educational experiences in Indonesia by studying the usefulness of project-based learning and the incorporation of students' interests in class planning. This study's observations and practical recommendations have the potential to empower educators and improve student learning outcomes in Indonesia, enabling engaging and sustainable educational experiences.

METHOD

A performed literature review will be used to guide the qualitative study's approach, which will include case studies and observational analysis. The case studies chosen will present a variety of viewpoints on project-based learning (PBL), creative writing, and incorporating student interests. A literature study will be conducted, as will an examination of current scholarly publications and records, as well as systematic observations of classroom activities, teacher-student interactions, and student participation. Thematic analysis will be performed on the acquired data, integrating case study findings with the literature review. Despite the study's limitations, which include the specificity of case selection and potential biases in the literature review, this methodological approach will give useful insights into Indonesian educational practices, encouraging engaging and sustainable educational experiences in the country.

RESULT AND DISCUSSION

In Indonesia, educators are progressively experimenting with new theories and novel concepts in order to provide interesting and long-lasting learning experiences for ninth-grade pupils. This study investigates the application of important educational theories and provides novel approaches to improving English proficiency, implementing project-based learning (PBL), and encouraging creative writing as well as cultural and global education. Educators in Indonesia can create meaningful and long-lasting educational experiences for their students by incorporating these theories and ideas.

Sustainable Project-Based Learning: Fostering Engaging and Enduring Educational Experiences in Indonesia

In order to succeed academically and professionally, children in the ninth grade must develop good English language abilities. This article looks at practical ways to improve ninth-graders' English language skills. Using sustainable methods, educators can design engaging and long-lasting learning experiences that foster language learning, critical thinking, and effective communication. Besides, it is crucial to think about both long-term sustainability and instant engagement when developing effective teaching tactics.

The subject matter here looks at project-based learning (PBL) as a novel technique for teachers in Indonesia. PBL promotes sustainable education by encouraging students to actively participate in meaningful projects that enhance cooperation, critical thinking, and problem-solving abilities (Bell, 2010). By incorporating PBL into the curriculum, Indonesian educators can help students become lifelong learners and better prepare them for real-world challenges.

Sustainable Implementation of PBL in Indonesia

PBL in Indonesian schools needs to be sustainable, so it is important to take a few important factors into account. First and foremost, it's critical to match PBL with the Kurikulum 2013 curricular standards for Indonesia (Zaini, 2015). In order to ensure that PBL improves student learning while meeting educational requirements, educators must set learning objectives and criteria that can be addressed through projects. This alignment makes sure that PBL is not viewed as a standalone activity but rather as a crucial component of Indonesia's entire educational system.

Another essential component for the sustained implementation of PBL in Indonesia is ongoing professional development. The Indonesian context-specific PBL methodology and best practices need to be better understood by educators. Teachers in Indonesia can acquire the skills essential to successfully adopt and sustain PBL by participating in professional development workshops, working with peers, and having access to pertinent local resources (Artini *et al.*, 2018). Indonesian teachers can give their students fascinating and lasting learning experiences by continually refining their PBL skills.

PBL in Indonesian classrooms is maintained in large part by student reflection and feedback. Students' metacognition is cultivated and their ability to take charge of their education is increased by encouraging them to reflect on their learning experiences throughout the project. Regular feedback sessions give teachers the chance to assess students' knowledge, monitor their progress, and make any required modifications to improve learning outcomes (Artini *et al.*, 2018). The PBL experience is actively shaped by the students through this iterative process, ensuring its long-term sustainability in the Indonesian environment.

The authenticity and sustainability of PBL projects in Indonesia can be improved by community partnerships. Indonesian educators can give students access to practical ideas and resources to enhance their projects by establishing links with neighborhood businesses, specialists, and community people. Collaboration with outside parties broadens students' comprehension of the Indonesian community and its difficulties while also improving PBL's relevance. These collaborations have the potential to forge enduring bonds that support Indonesia's continued PBL implementation throughout time (Zaini, 2015).

Texts to Support PBL Sustainability in Indonesia

To ensure the endurance and complexity of the PBL approach in Indonesian classrooms, careful text selection is essential. For student inquiry and investigation during projects, updated and pertinent information is crucial. Indonesian teachers can make use of regional sources, such as academic journals, books, and internet databases, which offer trustworthy and current information to support student enquiries.

In order to promote inclusivity and relevance, it is also crucial to include texts that reflect the local Indonesian context and cultural variety. Educators encourage critical analysis of social

issues and enhance knowledge of many viewpoints by exposing students to a variety of perspectives and experiences linked to the project's theme within the Indonesian setting (Artini *et al.*, 2018). An inclusive learning environment that fosters long-term PBL implementation is created by include texts that reflect the diversity of the Indonesian community.

Teachers can design engaging and long-lasting learning experiences by using sustainable ways to improve English proficiency in ninth-grade learners. Key components for sustaining language development include creating a setting where English is spoken exclusively, utilizing authentic and contextualized learning materials, applying formative evaluation and feedback, encouraging collaborative learning, and integrating the four language skills. On the other hand, educators have the power to provide students with compelling and long-lasting educational experiences through implementing project-based learning (PBL) and guaranteeing its sustainability.

Sustainable PBL implementation requires integrating PBL with Indonesian curricular standards, offering ongoing professional development, encouraging student reflection and feedback, and developing community collaborations. The depth and longevity of PBL projects in the Indonesian context are also improved by choosing texts that are pertinent and reflect a variety of cultural perspectives. By accepting PBL and incorporating it into the Indonesian educational ecosystem, educators give students the tools they need to succeed in life as lifelong learners.

Promoting Student Buy-In for Creative Writing in Content Area Classes: Long-Term Strategies for Student Engagement in Indonesia

Integrating creative writing into content area classrooms is a typical problem for teachers, especially when students show resistance or reluctance because they lack confidence in their writing ability. The following discussion looks at two long-term techniques that teachers in Indonesia might use to encourage student buy-in and enthusiasm in writing across disciplines. Teachers can establish a supportive and engaging environment that encourages students to pursue creative writing outside of English class by using these strategies.

1. Establishing Relevance and Authenticity

Establishing the relevance and authenticity of creative writing in content area classes is an effective method for promoting student buy-in. Students frequently struggle to comprehend the practical applicability of writing in other courses, considering it as unconnected from their immediate interests or future goals. To address this issue, teachers can:

Highlight real-world connections: By demonstrating how writing is a beneficial talent in a variety of professional sectors, teachers can highlight the importance of creative writing outside of English class. Students can, for example, engage in scientific blogging or write research reports in science classes, encouraging critical thinking and good communication skills (Graham & Perin, 2007). **Include culturally relevant subjects in writing assignments:** Including culturally relevant issues in writing projects can increase student interest and motivation. Teachers can foster a sense of ownership and personal significance in their learners by allowing them to investigate and express their own cultural viewpoints and experiences through writing (Simpkins *et al.*, 2006).

2. Providing Differentiated Support and Feedback

Another critical part of increasing student buy-in for creative writing in content area classrooms is giving individualized help and feedback targeted to individual students' needs. Creating a friendly and inclusive learning atmosphere can help students overcome their writing fears and gain confidence in their talents. Teachers can use the following strategies:

Scaffolded instruction: Students can better understand the writing process if writing activities are broken down into manageable steps and clear instructions and models are provided. Teachers can assist students acquire confidence and gradually strengthen their writing skills by

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providing scaffolding tools such as graphic organizers or sentence frames (Graham & Perin, 2007). Personalized comments: Giving timely and constructive feedback that focuses on individual growth and progress will encourage students to write more. Teachers can develop a growth mindset and a sense of success by identifying their students' strengths and offering specific ideas for improvement (Hattie & Timperley, 2007).

In order to engage students in creative writing across curriculum areas in Indonesia, long-term initiatives that foster student buy-in and interest are required. Teachers can demonstrate the practical uses of creative writing in numerous areas by establishing relevance and authenticity. Teachers can also target specific student needs and build a supportive learning environment by giving differentiated help and tailored feedback. Teachers may motivate students to appreciate creative writing outside of English class by applying these tactics, allowing them to acquire crucial communication and critical thinking skills that will serve them well throughout their academic and professional careers.

Fostering Sustainable Education: Incorporating Students' Interests in Lesson Planning

Consideration of students' interests is critical in the quest of effective and interesting education. However, it is also critical to include students' interests in a sustainable manner to provide long-term advantages. Using ideas from relevant educational theories, this essay investigates the value of incorporating students' interests in lesson plans on a long-term basis. Real-life examples from an Indonesian classroom will also be offered to highlight the practical application of these principles.

Incorporating Students' Interests

Incorporating students' interests sustainably when developing a unit or lesson entails connecting their passions and preferences with the principles of sustainability. One option is to use the concept of interest-based learning, which is based on the constructivist theory (Bruner, 1961). According to this hypothesis, people build knowledge based on their existing experiences and actively engage with new information. Educators can tap into students' intrinsic drive by incorporating their interests into class planning, promoting a greater connection and engagement with the subject matter.

Teachers can use project-based learning (PBL) approaches to include students' interests in a sustainable manner. PBL promotes students to investigate real-world issues and collaborate on developing solutions (Thomas, 2000). Educators can create a meaningful learning experience that integrates students' hobbies with the ideas of sustainability by allowing them to choose projects linked to their interests. Students engaged in environmental conservation, for example, could work on projects such as waste management, renewable energy, or biodiversity preservation in an Indonesian school.

Benefits of Considering Students' Interests

Consideration of students' interests in class design provides a number of advantages. For starters, it boosts student enthusiasm and engagement. When students find personal significance in the topics they study, their intrinsic motivation improves, leading to deeper learning experiences (Deci & Ryan, 2013). Educators may build a sense of ownership and enable students to take an active role in their education by sustainably incorporating their interests.

Second, sustained integration of students' interests encourages the development of critical thinking and problem-solving skills. Students are encouraged to study challenges from different viewpoints and propose new solutions when their interests are linked to real-world sustainability difficulties. This is consistent with the theory of situated cognition (Brown *et al.*, 1989), which holds that learning is most successful when it occurs in authentic circumstances. Students develop

practical skills while also contributing to the betterment of their communities and environment by tackling sustainability concerns through their hobbies.

For example, in an Indonesian classroom, combining students' interests in sustainable agriculture through project-based learning can promote both cultural and global education. Educators offer an immersive learning experience that extends beyond the classroom by involving students in studying novel farming practices such as aquaponics or organic farming. Students not only study about agricultural science, but they also contribute to local food security and environmental protection by researching and implementing sustainable farming practices.

On the other hand, through this technique enables for the research of Indonesia's rich agricultural past and traditional farming practices, while also fostering cultural education. Students can delve into the history, cultural significance, and indigenous knowledge related with farming in Indonesia, building a deeper awareness of their own cultural identity. Furthermore, by tackling global challenges like as food security and climate change, students get a greater understanding of global food systems and environmental sustainability. They get insights into the interdependence of local activities and their global impact, encouraging a global attitude and boosting cross-cultural understanding.

Educators inspire students to become responsible global citizens who can help to tackling pressing global concerns by sustaining cultural and global education in sustainable agriculture. Continuous engagement options, such as research initiatives, community involvement, and collaborations with local farmers, ensure the continuity of cultural and global education. Students have a profound awareness of the cultural and environmental significance of sustainable agriculture as a result of these efforts, preparing them to make a positive effect in creating a more sustainable and interconnected world.

Finally, including students' interests in lesson planning offers a powerful and long-lasting approach to education. Educators inspire participation and ownership in learning by integrating their hobbies with sustainable concepts. This method not only increases student excitement and critical thinking abilities, but it also educates students to become responsible global citizens who can have a positive effect on pressing global concerns. Students have a profound awareness of the cultural and environmental relevance of their interests as a result of ongoing cultural and global education, empowering them to create a more sustainable and interconnected world.

Sustaining Educators: Strategies for Long-Term Support

Ensuring educator sustainability is critical to any educational initiative's success. In order to promote student buy-in for creative writing in Indonesian content area classrooms, teachers must be given the assistance and tools they need to effectively use the tactics stated previously. Educators can ensure that students continue to engage and be enthusiastic about creative writing across disciplines by retaining teachers. This section investigates two techniques to assisting and sustain instructors' efforts, depending on relevant educational theories and research.

1. Professional Development and Collaboration

Providing professional development opportunities and encouraging collaboration among educators can help them remain sustainable and expand. Teachers' pedagogical abilities can be improved and their understanding of effective tactics deepened by providing them with regular training and seminars on integrating creative writing in content area courses. Bruner's (1961) constructivist theory proposes that people construct knowledge based on their prior experiences and actively engage with new information. Thus, professional development that encourages active engagement and reflection is consistent with this approach and promotes long-term learning for educators.

Schools, for example, can hold workshops in which teachers can experiment with different instructional strategies for introducing creative writing into other disciplines. These workshops can give educators real examples and models of successful integration, allowing them to build a repertoire of solutions. Furthermore, collaborative planning sessions can be established to enable teachers to share their experiences, exchange ideas, and co-create lesson plans that include creative writing elements. This collaborative method is backed by social constructivist theory, which emphasizes the importance of social interaction in learning (Vygotsky and Cole, 1978).

2. Resource Support

Providing educators with the required resources and materials is critical for sustaining their efforts to promote student buy-in for creative writing. This includes access to a wide range of reading materials, writing prompts, samples of student work, and technology tools that help with the writing process. By ensuring that educators have access to these materials, they may more successfully develop engaging writing exercises and provide students with the assistance they require.

Deci and Ryan's (2012) theory of self-determination states that people are driven when they believe their activities are personally significant and connected with their interests and beliefs. Administrators and policymakers may empower educators by providing them with a variety of materials to help them construct creative writing exercises that appeal with children. For example, schools can create well-stocked libraries with a variety of genres and themes to accommodate to students' unique interests. Furthermore, internet platforms and digital technologies can be made available to help with collaborative writing projects and enable access to a wider range of information and perspectives.

Furthermore, administrators and legislators might provide financing to assist the adoption of creative writing programs. This money can be used to buy books, writing equipment, and technology tools. Schools, for example, can organize author visits or invite experienced authors to lead workshops that provide real-world examples and inspiration to instructors and students. This is consistent with the theory of situated cognition, which emphasizes the value of learning in authentic settings (Brown et al., 2000).

Institutions can support educators' efforts to promote student buy-in for creative writing by investing in professional development and collaborative opportunities, as well as providing them with the materials they need. This, in turn, ensures students' long-term interest and excitement for content area classes. Sustainable support for educators enables them to continue exploring novel teaching approaches, adapting to the needs of their students, and creating meaningful learning experiences that develop creativity and critical thinking.

Maintaining educators is critical for encouraging student buy-in to creative writing in content area classes. We can empower educators to execute effective tactics and create compelling learning environments by giving continual professional development, encouraging collaboration, and providing resource assistance. Institutions invest in the sustainability of educators, ensuring our students' future success and growth.

CONCLUSION

Teachers in Indonesia can design engaging and enduring learning experiences by implementing sustainable approaches such as creating an immersive English-speaking environment, using authentic materials, providing tailored support and feedback, fostering cultural and global education in sustainable agriculture, and incorporating students' interests. These initiatives foster language competence, creative writing abilities, global awareness, and a

sense of ownership, encouraging students to become lifelong learners and responsible global citizens.

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