

STUDENTS' PERCEPTIONS OF ENGLISH LEARNING MATERIALS FOR CHILDHOOD EDUCATION THROUGH PJBL MODEL

FERA ZASRIANITA, SYUKRI HAMZAH, ANDRIADI, NADRAH

^{1,3}*UIN Fatmawati Sukarno Bengkulu*, ²*University of Bengkulu*, ⁴*University of Canberra*
fera.zasrianita@mail.uinfasbengkulu.ac.id

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Abstract

This study aims to understand the students' perceptions towards the implementation of English language material for early childhood based on project-based learning. This research was a qualitative descriptive study. The method used in this research is the survey method. The subject of this study was a student of the 6th semester at English Language Education who took TEYL courses at FTT UIN FAS Bengkulu. There were 26 (twenty-six) students in the sample for the research. In collecting the data, the researcher used a questionnaire about students' perceptions towards the implementation of project-based learning in designing English learning material for early childhood education. The result of the research clearly showed that project-based learning has a significant impact on student performance in designing English learning material for early childhood education. In designing English learning material for early childhood education. The subject of this study was a student of the 6th semester at English Language Education who took TEYL. There were 26 students in the sample for the research. In collecting the data, the researcher used a questionnaire about students' perceptions towards the implementation of project-based learning in designing English learning material for early childhood education. The result of the research clearly showed that project-based learning has a significant impact on student performance in designing English learning material for early childhood education.

Keywords: Perception, Learning Materials, Early Childhood Education, Project-Based Learning Model

INTRODUCTION

In the 21st-century learning emphasizes critical thinking, creativity, collaboration, and communication skills that are essential for student success. These skills also include problem-solving, metacognition, and global citizenship. Therefore, education must offer more comprehensive and practical learning (Teo, 2019) and prepare students for better social and economic outcomes (Salehi, 2019). To improve learning standards and address global challenges, innovative methods such as Project-Based Learning (PjBL) are needed. PjBL is a student-centered learning model that allows students to gain knowledge and skills through real-world projects while fostering critical thinking and collaboration (Irawati, 2015; Rochmawati, 2024).

English Education Study Program implements the PjBL model in a compulsory course called Teaching English for Young Learners (TEYL). This course is designed for sixth-semester students and covers various topics, including the characteristics of children, child development theories, language skill instruction, use of technology, and teaching practice and assessment. The course learning outcomes include the ability to make strategic decisions, manage educational resources, master pedagogical concepts, and conduct, implement, and publish research findings in the field of English education innovatively.

The implementation of PjBL in the TEYL course follows several stages: identifying problems, designing solutions, developing prototypes, and refining solutions based on feedback (Condliffe et al, 2017; Cooper, 2007). The main goal of this implementation is to develop students' abilities to create English teaching materials for young learners that align with their developmental characteristics. Teaching materials are essential in education and

can be instructional, experiential, elicitation-based, or exploratory (Kusmartini, 2019; Rahmat et al, 2022). These materials may take the form of textbooks, videos, or other media, and can be created, adopted, or adapted, while still aligning with the curriculum (Mubar, 2015).

Some studies have examined Project-Based Learning and English language learning (Nanni & Allan, 2020; Kimsezis et al., 2017; Wijayanti & Budi, 2023; Indrawan & Jalinus, 2018). For instance, Artini, Ratminingsih, and Padmadewi (2018) developed project-based learning materials for junior high school EFL classes and found that PjBL improved students' speaking and writing skills as well as their learning attitudes, suggesting the potential benefit of PjBL in language education. Additionally, project-based learning can improve young learners' vocabulary acquisition and engagement in EFL context (Kimsezis et al., 2017). Furthermore, Wijayanti and Budi (2023) proposed in their study about strategies for implementing PjBL in the EFL classroom, such as teachers should have clear learning objectives and students use English in authentic contexts. However, few studies have examined how PBL influences students' perceptions in developing TEYL materials. Therefore, this study aims to investigate students' perceptions of the implementation of Project-Based Learning in the Teaching English for Young Learners course.

METHOD

This study used a descriptive approach with a survey method as collecting primary data through questionnaires. The survey method was chosen because the primary aim of this study to explore students' perceptions of the implementation of the *Project-Based Learning* (PjBL) model in the *Teaching English for Young Learners* (TEYL) course, which are subjective constructs that can be systematically measured through structured questionnaire. The questionnaire consisted of 30 closed-ended questions. Closed-ended questions were used to gather quantitative data using a Likert scale (1–5) with the options: strongly agree, agree, disagree, and strongly disagree (Miles & Huberman, 2018). The research population consisted of English Education students at Fatmawati Sukarno State Islamic University of Bengkulu (UINFAS) Bengkulu, with a sample of 26 sixth-semester students enrolled in the TEYL course. Survey data were analysed by using descriptive statistics.

FINDINGS AND DISCUSSION

The Project-Based Learning model enables students to develop their knowledge and skills in designing English teaching materials, particularly for young learners. The following are the steps for implementing Project-Based Learning in the Teaching English for Young Learners (TEYL) course to develop English teaching materials for early childhood students: (1) formulating expected learning outcomes, (2) understanding the concepts of English teaching materials for young learners, (3) training skills in planning learning steps, (4) designing English learning themes, (5) creating proposals, (6) carrying out tasks, and (7) presenting reports. In this study, the instructor instructed students to create a project in the form of English teaching materials for young learners, including an English Lesson Plan, Learning Media, assessment, and evaluation. Project-based learning encourages students to become creative thinkers as they must complete the projects assigned at the beginning of the course (Ismuwardani et al, 2019). Additionally, the final project can enhance students' learning success in the cognitive domain (Rozal et al, 2021).

Implementing Project-Based Learning (PjBL) requires careful and extended planning. In the Teaching English for Young Learners course, English instructors carry out the following steps: (1) preparing materials for developing English teaching resources for early childhood; (2) guiding students in time management during project completion; and (3) monitoring and evaluating students' work. These stages align with the core principles of PBL, where students

are active participants in constructing knowledge through meaningful projects (Quint & Visher, 2017). PBL also offers valuable classroom learning experiences (Handrianto & Rahman, 2018; Sari et al, 2025).

In implementing Project-Based Learning in the Teaching English for Young Learners course, instructors provided key components to guide students in designing English teaching materials, including: (1) Aims the goals of teaching English to young learners; (2) Intended Outcomes the skills or knowledge children are expected to gain; (3) Classroom Management strategies for managing students and structuring lessons; (4) Activities the methods used to teach English; (5) Units the topics to be covered; (6) Grammar the grammatical structures to be taught; and (7) Everyday Language common expressions and vocabulary children should learn.

In the project assignment, each student received a different topic. Some of the topics assigned included: Animals, Food, School/The Classroom, Transport, The House, The World Around Us (tree, street, shop...), The Body, The Weather, The Family, Clothes, Holidays, Size & Shape, Public Places, Parts of the House, etc. In addition to the different topics, the instructor also provided students with various types of English learning activities for young learners, such as, Games, Songs, Stories, Art Activities, Role-play, and Routine. Table 1 presents one example of an English learning design for young learners taught by the instructor.

Table 1. Example of Lesson Plan TEYL

Phase	Duration	Activity	Description
Warm-up	5 mins	Hello Song & Shake Out	Start with a "Hello" song. Have students shake their arms, legs, and heads to wake up their bodies.
Presentation	10 mins	"Point & Say"	Use a poster or yourself. Point to a body part, say it clearly, and have students repeat 3 times (Loud, Soft, Silly voice).
Guided Practice	10 mins	Simon Says	Use TPR. Give commands: "Simon says, touch your nose!" If "Simon" isn't mentioned, they stay still.
Production	10 mins	Monster Drawing	Students sit in pairs. Student A tells Student B: "Draw 3 eyes and 4 arms." They create a "Body Monster."
Cool Down	10 mins	Song: Head, Shoulders, Knees, and Toes	Sing the classic song, starting slowly and getting faster each time.
Wrap-up	5 mins	Exit Ticket	To leave the room, each student must point to one part of their body and name it.

Table 1 displays an example unit titled "My Body," including learning components applied by students in class. The instructor guides students in implementing the design, which follows three stages: (1) opening, (2) main activity, and (3) closing.

To assess the final student project English teaching materials for early childhood based on Project-Based Learning students' perceptions of the PjBL implementation were analyzed. This feedback helps instructors evaluate the effectiveness of their teaching. Data were collected through a structured Google Forms questionnaire, with 26 respondents: 9 male and 17 female.

This study uses questionnaires containing 30 closed-ended questions. The open-ended questions aim to explore students' genuine feelings and attitudes toward the implementation of Project-Based Learning (PjBL) in the Teaching English for Young Learners (TEYL) course, allowing for unrestricted qualitative responses. Meanwhile, the closed-ended questions are designed to collect quantitative data on students' perceptions of PBL implementation, using fixed response options: strongly agree, agree, disagree, and strongly disagree. This method helps assess students' views on the application of PjBL in the TEYL course. Students generally react positively to the application of Project-Based Learning in

TEYL instruction. The percentage of students' perceptions regarding the implementation of Project-Based Learning in the TEYL course, particularly in the development of English teaching materials for young learners, is presented in Table 2. Open-ended questions are specifically used to explore students' attitudes toward the implementation of Project-Based Learning in the TEYL course, allowing for detailed and unrestricted qualitative responses. Closed-ended questions, with predetermined answer choices, facilitate the collection of structured quantitative data, which can be analyzed statistically.

The students' overall response indicates a positive reception to the implementation of Project-Based Learning in teaching TEYL. Details about the percentage of their perceptions, especially concerning the development of English teaching materials for early childhood education, are provided in Table 2.

Table 2. Percentage of Student Responses to the Implementation of Learning

NO	Questions	SS	S	KS	TS
1	I feel more active in completing TEYL assignments using the project-based learning model.	26,9%	65,4%	7,7%	0%
2	I am brave enough to ask the lecturer whenever I face difficulties in completing the TEYL teaching material development tasks.	26,9%	7,7%	23,1%	0%
4	My lecturer always provides guidance for each TEYL teaching material development assignment.	50%	38,5%	11,5%	0%
5	I always consult with my lecturer when completing my TEYL teaching material development tasks.	26,9%	50%	23,1%	0%
6	With the Project-Based Learning model, I feel confident expressing my opinions to my lecturer and classmates in class about TEYL teaching material development.	19,2%	57,7%	23,1%	0%
7	The implementation of the Project-Based Learning model realizes my ideas in developing TEYL teaching materials.	23,1%	69,2%	7,7%	0%
8	I am always enthusiastic about completing TEYL teaching material development assignments.	11,5%	61,5%	26,9%	0%
9	The implementation of the Project-Based Learning model enhances my ideas for developing TEYL learning activities	15,4%	69,2%	15,4%	0%
10	I feel happy completing every assignment given by my lecturer.	23,1%	65,4%	7,7%	3,8%
11	With the implementation of the Project-Based Learning model, I have a better understanding of TEYL teaching material development.	23,1%	76,9%	0%	0%
12	I understand every detail of the English teaching materials for TEYL that need to be developed in TEYL teaching material development.	15,4%	69,2%	15,4%	0%
13	The Project-Based Learning model makes it easier for me to understand the development of TEYL learning media.	23,1%	65,4%	11,5%	0%
14	From the implementation of the Project-Based Learning	15,4%	76,9%	7,7%	0%
15	The implementation of the Project-Based Learning model helps me understand the purpose of each activity in designing TEYL teaching materials.	15,4%	73,1%	11,5%	0%
16	The Project-Based Learning model encourages me to be creative in designing lesson plans for TEYL.	23,1%	73,1%	3,8%	0%
17	The TEYL teaching materials I design based on Project-Based Learning can be applied in the classroom.	19,2%	65,4%	3,8%	0%
18	The implementation of the Project-Based Learning model helps me explore my potential in developing TEYL teaching materials.	19,2%	69,2%	11,5%	0%
19	The project-based learning model inspires me to find new ideas for completing tasks related to TEYL teaching material development.	26,9%	65,4%	7,7%	0%

20	The TEYL teaching material development tasks I work on are completed on time as determined by the lecturer.	19,2%	69,2%	7,7%	3,8%
21	I discuss TEYL teaching material development with the lecturer regarding the tasks.	23,1%	61,5%	15,4%	0%
22	The TEYL course becomes more meaningful with the implementation of the Project-Based Learning model.	19,2%	76,9%	3,8%	0%
23	I am satisfied with the design of my TEYL teaching material development.	15,4%	69,2%	15,4%	0%
24	The Project-Based Learning model enhances my ability to develop TEYL teaching materials.	19,2%	76,9%	3,8%	0%
25	I gain real experience in designing and developing TEYL teaching materials through the implementation of the Project-Based Learning model.	15,4%	76,9%	7,7%	0%
26	I find it easier to complete TEYL teaching material development tasks using the Project-Based Learning model.	11,4%	69,9%	19,2%	0%
27	The implementation of the Project-Based Learning model makes the TEYL course more interesting and enjoyable.	15,4%	76,9%	7,7%	0%
28	The design of my TEYL teaching material development becomes more focused.	19,2%	76,9%	3,8%	0%
29	The Project-Based Learning model makes the TEYL course more beneficial and relevant to its field.	19,2%	80,8%	0%	0%
30	In my opinion, the Project-Based Learning model is appropriate for TEYL courses.	23,1%	73,1%	3,8%	0%
31	The Project-Based Learning model can improve students' ability to develop TEYL teaching materials.	23%	76,9%	0%	0%

Project-based learning, according to students, fosters and enhances their motivation and knowledge. Additionally, it increases student engagement in tasks related to designing teaching materials for early childhood English language learners. Approximately 26.6% of students strongly agree that TEYL (Teaching English to Young Learners) project-based learning can enhance engagement in the learning process, while 65.4% agree, and 7.7% somewhat disagree. Furthermore, during the implementation of project-based learning, instructors provide guidance and support through classical consultation models in the classroom. This can be seen in Table 1.1, which states that 50% of students strongly agree and 38.5% agree that instructors always provide guidance for every task related to developing TEYL teaching materials, consistently offering feedback and input in this development. The remaining 11.5% somewhat disagree.

According to students, English teaching materials based on project-based learning assist in improving presentation, interpersonal, and communication skills. After analyzing a problem to find its solution, project-based learning encourages students to develop critical thinking abilities. This is reflected in Table 1.1, where 23.1% of students agree and 65.4% strongly agree. These research findings align with previous studies that state project-based learning stimulates students' curiosity about real-world learning by integrating various cognitive knowledge (Nanni & Allan, 2020). Project-based learning is beneficial because it relates to authentic learning and encourages students to apply their knowledge and experiences practically (Alotaibi, 2020).

Students agree that Project-Based Learning (PjBL) increases class participation, improves group work and communication skills, and enhances time management. This aligns with findings from Artini, Ratminingsih, and Padmadewi (2018), showing students can plan, develop, assess, and reflect on their projects. As shown in Table 1.2 (items 21–27), 23.1% of students strongly agree and 76.9% agree that PBL helps in developing English teaching materials for early childhood. These results support previous studies, such as Pham et al (2023), which highlight PjBL's benefits in fostering collaboration, autonomy, motivation, creativity, and independent learning in language education.

Moreover, the implementation of Project-Based Learning (PjBL) helps instructors assess, evaluate, and provide feedback to improve the learning process (Hawari & Noor, 2020). PjBL enhances student engagement in TEYL courses through knowledge sharing and discussion, making it highly recommended for university-level English language learning. Its benefits include increasing student independence, motivation, language proficiency, problem-solving skills, appreciation of diversity, real-world application, and effective individual and group learning.

As shown in Table 3, these advantages also support the integration of early childhood content with varied English learning. Research by Trybulski & Muchnik-Rozanov (2019) affirms that student-teachers value the practical experience gained from PjBL in developing teaching materials.

Table 3. Advantages of Using Project Based Learning

NO	QUESTIONS	SS	S	KS	TS
1	Increases student motivation	26%	70%	4%	0%
2	Encourages student capabilities	35%	65%	0%	0%
3	Enhances problem-solving skills	26%	65%	9%	0%
4	Makes students more active	35%	61%	4%	0%
5	Can solve complex problems	22%	78%	0%	0%
6	Improves collaboration	26%	61%	13%	0%
7	Develops and practices communication skills	26%	74%	0%	0%
8	Provides practical project organization learning	35%	65%	0%	0%
9	Provides practical project organization learning	26%	70%	4%	0%

Based on the results of the questionnaire analysis in Table 4, the implementation of project-based learning has several advantages but also some disadvantages. These include: requiring a lot of time to solve problems, with about 21.70% of students strongly agreeing and 52.20% agreeing. In practice, each student needs about 2 months to complete a project that involves developing English teaching materials for early childhood. The creation of these English teaching materials based on project-based learning takes a considerable amount of time—approximately 2 months from the initial introduction, planning, to the final stage. This is consistent with the student survey, where about 21.70% strongly agree and 52.20% agree.

Project-Based Learning (PjBL) involves not only significant time but also substantial costs, as shown by 30.40% of students strongly agreeing and 52.20% agreeing on the need for considerable funding. Challenges include the requirement for various equipment, inactive students struggling with participation, and reduced engagement in discussions, leading to weaker final results. Observations show that 17.40% strongly agree and 52.20% agree with this issue. Differences in project topics also hinder students' understanding, with 52.20% agreeing, as seen in Table 1.4. These findings support Aldabbus (2018), who notes that PjBL can pose challenges such as unequal teamwork and dominant students influencing group outcomes.

CONCLUSION

Project-based learning can be implemented in English language teaching, especially topic "My body" in this research. The survey results indicate that intensive project-based learning significantly affects student performance in developing English teaching materials for early childhood. Survey also demonstrated that students' perception regarding PjBL can enhance their motivation, assist in improving presentation, increase class participation, and enhance time management, as well as help instructors in assessing, evaluating, and providing feedback to improve the learning process. The fact that students can apply the knowledge and English

skills acquired in their English classes to complete assignments leads them to conclude that these tasks are suitable for the TEYL course, particularly for developing English teaching materials for young children. Based on the survey analysis results, it also found that there are some weaknesses in the implementation of this learning approach, including the considerable costs involved and the time required. Additionally, a lack of knowledge is considered one of the obstacles in implementing project-based learning. This study provides significance for teachers who teach the TEYL subject to guide them in creating learning material for this subject. However, it is suggested to conduct future research regarding teachers' perception of English learning materials for childhood education through the PjBL model and other learning materials for English subjects.

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