

Implementation of Independent Curriculum Through Project Based Learning Model to Improve Students' Creativity at Sma Frater Don Bosco Manado

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ABSTRACT

This study aims to analyze the implementation of the Independent Curriculum through the Project Based Learning (PBL) learning model at SMA Frater Don Bosco Manado and identify the problems faced by teachers in the implementation process. This study uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the implementation of PBL has provided space for students to increase creativity through contextual projects, although there are still challenges in student independence, time management, and assessment mechanisms. The conclusion of this study is that PBL can be an effective strategy to implement the Independent Curriculum optimally, with the note that there is increased support for teachers and students.

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INTRODUCTION

The Independent Curriculum is a step towards educational reform that gives schools and teachers the freedom to design learning according to the characteristics and needs of students. One approach that supports the philosophy of the Independent Curriculum is Project Based Learning (PBL). PBL is considered capable of fostering creativity, cooperation, and critical thinking in students through real and challenging learning experiences. However, its implementation in the field faces various challenges, ranging from limited teacher understanding, lack of resources, to low student independence.

This research is important to conduct considering the lack of studies that specifically evaluate the implementation of PBL in the context of the Independent Curriculum at the high school level, especially in North Sulawesi. By raising a case study at SMA Frater Don Bosco Manado, this article tries to answer how PBL is implemented in improving student creativity and the obstacles faced in the implementation process.

METHOD

This study uses a descriptive qualitative approach. The location of the study is SMA Frater Don Bosco Manado. Data collection techniques include participant observation, semi-structured interviews with teachers and students, and documentation of learning activities. Data analysis techniques use the Creswell spiral model, starting from data collection, organizing, reading and recording, coding and interpretation, to presenting results.

RESULT AND DISCUSSION

The Process of Formulating Essential Questions in the Implementation of the Independent Curriculum through the Project Based Learning Model at SMA Frater Don Bosco Manado, Class 10, Social Studies Department

The implementation of the Independent Curriculum through the Project Based Learning (PBL) learning model at SMA Frater Don Bosco Manado shows the importance of essential questions in facilitating in-depth and relevant learning. Based on the results of interviews with teachers and students, as well as field observations, this analysis links the findings to the PBL stages developed by The George Lucas Education Foundation.

Essential questions formulated by teachers, as stated by Mr. Joudy and Mrs. Febry, serve to encourage students to think critically and relate learning to relevant social issues. Mr. Joudy stated, "Essential questions are questions that encourage students to think critically and explore topics in depth." This is in line with the PBL stages that emphasize the importance of formulating questions that can trigger students' curiosity and encourage them to conduct further investigations.

According to Thomas (2000), essential questions in PBL must be open and complex, so that students do not only seek answers, but also explore various perspectives. This can be seen in Mrs. Febry's statement that emphasized that essential questions "motivate students to be actively involved in the project." Student involvement in formulating essential questions shows that they feel they have a part in the learning process. Mr. Joudy stated, "I involve students through group discussions, where they can put forward their own ideas and questions." This is in line with the stages of PBL that emphasize collaboration and active student participation.

Dewey (1938) argued that effective education involves students in the learning process, so that they can develop a sense of responsibility and ownership of their learning. This is reflected in the responses of students who feel more involved and responsible when they can express their opinions. The challenges faced by teachers in formulating essential questions, such as ensuring that the questions are understandable to all students, show the importance of adjustment in the learning process.

Observation results show that teachers start learning by conveying objectives and essential questions, but do not always use visual media to strengthen students' understanding. In craft learning, although students appear enthusiastic, conveying objectives verbally without visual media can reduce understanding. This is also seen in

sociology learning, where Mrs. Febry asks an essential question, "How does social structure affect our life choices?" but does not use visual media to strengthen understanding.

The teaching module used in the learning of crafts and sociology shows that the trigger questions asked by the teacher can help students relate learning to real-life contexts. The trigger questions in the sociology teaching module, such as "Why do we have to be able to interact socially to convey views, thoughts, or ideas well and correctly?" help students understand the relevance of learning to everyday life.

Overall, this analysis shows that formulating essential questions in PBL at SMA Frater Don Bosco Manado is very important to encourage students to think critically and be actively involved in learning. Although there are challenges in this process, collaboration between teachers and students and the use of appropriate media can improve the effectiveness of learning.

The Process of Designing Project Planning in the Implementation of the Independent Curriculum through the Project Based Learning Model at SMA Frater Don Bosco Manado, Class 10, Social Studies Department

This analysis aims to understand the process of designing project planning in the implementation of the Merdeka Curriculum through the Project Based Learning (PBL) learning model at SMA Frater Don Bosco Manado, especially in class 10 of the Social Studies department. These findings are based on the results of interviews with teachers and students, field observations, and teaching modules used in learning.

Based on an interview with Mr. Joudy Zebua, a craft teacher, project planning begins with setting clear and specific learning objectives. He stated, "I start by setting clear and specific learning objectives. After that, I design the steps that students must take, including the division of tasks and time scheduling for each stage of the project." This shows that good planning is an important foundation in PBL.

Ms. Febry Wowor, a sociology teacher, also emphasized the importance of involving students in planning. She said, "We discussed project ideas and planned how to collect data and prepare reports." This shows that collaboration between teachers and students in planning projects can increase students' sense of ownership of learning.

According to The George Lucas Education Foundation, the stages of PBL include formulating relevant questions, planning projects, and involving students in the process. Student involvement in project planning is in line with this principle, which encourages students to actively participate and feel responsible for the outcome of the project.

Mr. Joudy mentioned that important components in project planning include learning objectives, implementation steps, resources needed, and assessment criteria. He also emphasized the importance of time for reflection at the end of the project. Ms. Febry added that a plan for project presentation is also important so that students can share their findings.

Students, such as Abigail Walugo and Queenchie Sumampouw, also identified the importance of having clear goals and an organized division of tasks. Abigail stated, "I think it's important to have clear goals so we know what to achieve." This shows that students understand the importance of structure in project planning.

According to Krajcik and Blumenfeld (2006), a clear and structured planning component is essential in PBL to ensure that students can follow the steps required to successfully complete the project. Mr. Joudy expressed that the main challenge in

project planning is ensuring that all students understand the plan that has been made. He stated, "Some students may have difficulty with complex steps, so additional explanations are needed." Ms. Febry also faced challenges in adjusting the plan to the time available.

Students Abigail and Queenchie identified challenges in project planning, such as differences of opinion within the group and difficulty managing time so that everyone could contribute. Abigail said, "The biggest challenge was when there were differences of opinion within the group about how the project should be planned." According to Bell (2010), challenges in PBL often relate to differences in students' backgrounds and critical thinking skills. Therefore, it is important for teachers to provide clear explanations and use a variety of teaching methods to reach all students.

Observation results show that in sociology learning, teachers provide guidance for compiling project work plans, including report and presentation formats. Students are divided into groups, and some groups show creativity in planning data collection methods, such as surveys and interviews. However, there are also groups that have difficulty determining a clear research focus.

In craft learning, students choose project topics based on their interests, such as making products from used materials. Although students appear enthusiastic, some groups have difficulty in creating a realistic and detailed work schedule. According to The George Lucas Education Foundation, the PBL stages include developing a project plan that involves students in every step, from topic selection to data collection and presentation of results. Observations show that although students show creativity, they still need guidance in creating a more structured and realistic plan.

The Process of Preparing a Project Implementation Schedule in the Implementation of the Independent Curriculum through the Project Based Learning Model at SMA Frater Don Bosco Manado, Class 10, Social Studies Department

This analysis aims to understand the process of compiling a project implementation schedule in the implementation of the Merdeka Curriculum through the Project Based Learning (PBL) learning model at SMA Frater Don Bosco Manado, especially in class 10 of the Social Studies department. These findings are based on the results of interviews with teachers and students, the results of field observations, and teaching modules used in learning crafts and sociology.

Based on an interview with Mr. Joudy Zebua, a craft subject teacher, the process of preparing a project schedule is an important step to ensure that students can manage their time well. He stated, "The process of preparing a project schedule in PBL is an important step to ensure that students can manage their time well. This involves determining the right time for each stage of the project, from planning to presenting the results." This shows that good scheduling is an important foundation in project implementation.

Ms. Febry Wowor, a sociology teacher, also emphasized the importance of creating a project schedule. She said, "Creating a project schedule is about creating a clear structure for each step in the project. This helps students stay focused and organized during the learning process." This shows that a clear structure in the schedule can help students stay focused in completing the project.

According to The George Lucas Education Foundation, the stages of PBL include planning that involves determining time and clearly dividing tasks. Student involvement in developing the project schedule is in accordance with this principle,

which encourages students to actively participate and feel responsible for the results of the project.

Mr. Joudy explained the steps taken in preparing the project implementation schedule, namely determining the overall duration of the project, dividing the project into several phases, and setting the time for each phase based on its complexity. He stated, "The first step is to determine the overall duration of the project. Then, I divide the project into several phases, such as research, development, and presentation." This is in line with Mrs. Febry's answer, who also started by determining the overall duration of the project and dividing the project into several phases.

Breaking the project down into clear stages helps students understand the process. It also allows them to focus more on each step. Mr. Joudy involves students in the scheduling process by holding group discussions to get input on what they consider to be a realistic time for each stage of the project. He stated, "I involve students by holding group discussions to get input on what they consider to be a realistic time for each stage of the project." Ms. Febry does the same, asking students to give their opinions on how long it will take to complete each phase of the project.

Involving students in the planning process not only increases their sense of responsibility, but also helps them understand the importance of time management. According to Hattie and Timperley (2007), constructive feedback and student involvement in the planning process can increase their motivation and commitment to the project.

Mr. Joudy said the main challenge in creating a schedule is ensuring that all students can follow the schedule that has been set. He said, "Sometimes, there are students who have different learning speeds, so adjustments need to be made." Ms. Febry also faced the same challenge, where it was sometimes difficult to estimate the time needed for each stage.

Time management challenges are common in PBL. Vice Principal for Curriculum, Frater Gusti, emphasized the importance of flexibility in scheduling and being prepared to make adjustments when necessary. This is also an opportunity to teach students about the importance of adaptability in time management.

Observation results show that in craft learning, students are divided into groups of 4-5 people and asked to prepare a project work schedule. However, in its implementation, the division of roles in the group is not evenly distributed, and some students show a tendency to be passive. Scheduling activities are carried out, but do not fully describe the proportional division of time or effective division of tasks between members. For example, in some groups, one or two students take over most of the tasks, while other members just follow without actively contributing.

The teaching module used in the craft learning shows that the opening activity is continued with an introduction and demonstration of techniques for making household interior accessory products. Students can try out various product making techniques demonstrated by the teacher or based on information obtained online. This gives students the opportunity to understand the context of the project before they create a schedule.

In sociology learning, students are asked to watch videos related to social interactions and discuss the results of their observations. This process helps students identify problems and collect relevant data for their projects. This activity also provides a strong foundation for students to create a more structured project implementation schedule.

Overall, this analysis shows that the process of preparing a project implementation schedule in the implementation of the Merdeka Curriculum through the PBL model at SMA Frater Don Bosco Manado involves collaboration between teachers and students. Student involvement in the preparation of the schedule is very important to increase their sense of responsibility and commitment to the project. Although there are challenges in ensuring that all students can follow the schedule that has been set, support from teachers and the use of diverse teaching methods can help overcome these obstacles.

The Process of Monitoring Activities and Providing Guidance in the Implementation of the Independent Curriculum through the Project Based Learning Model at SMA Frater Don Bosco Manado, Class 10, Social Studies Department

This analysis aims to understand the process of monitoring activities and providing guidance in the implementation of the Merdeka Curriculum through the Project Based Learning (PBL) learning model at SMA Frater Don Bosco Manado, especially in class 10 of the Social Studies department. These findings are based on the results of interviews with teachers and students, the results of field observations, and teaching modules used in learning crafts and sociology.

Based on an interview with Mr. Joudy Zebua, a craft subject teacher, the process of facilitating student research is done by providing clear guidance and adequate resources. He stated, "I facilitate the research process by providing clear guidance on the steps to be taken. I also provide resources, such as books, articles, and access to the internet, so that students can conduct research well." This shows that clear guidance is very important to help students in the research process.

Ms. Febry Wowor, a sociology teacher, added that she held a tutoring session where students could ask questions about the difficulties they were facing. She said, "I also encouraged them to discuss in groups so they could help each other." This shows that collaboration between students is also encouraged to improve their understanding.

According to The George Lucas Education Foundation, the stages of PBL include facilitating the research process by providing clear guidance and adequate resources. Student involvement in group discussions is also in line with the principles of PBL that encourage collaboration and active learning.

Mr. Joudy explained that he teaches students how to search for relevant information and evaluate the sources they find. He stated, "I teach students how to search for relevant information and how to evaluate the sources they find." Ms. Febry also holds workshops on research techniques, such as how to conduct interviews or surveys, which help students understand the different methods they can use in their projects.

This strategy shows that teachers not only provide guidance, but also teach the skills needed to conduct effective research. This is important to equip students with skills that will be useful in the future.

Mr. Joudy said the main challenge in facilitating student research is ensuring that all students are actively involved. He stated, "The main challenge is ensuring that all students are actively involved in the research. Some students may find it difficult or lack confidence in conducting research." Ms. Febry also faced challenges in managing time, where students needed more time to conduct research than planned.

Observation results show that during the information exploration stage, students search for references from the internet and discuss with teachers about the

influence of social structures. However, limited internet access in the school environment is one of the main obstacles. Most students rely more on information from teachers than independent sources. However, data collection activities are starting to be seen, such as peer surveys regarding social interactions.

In craft learning, students also explore information by searching for references from the internet and discussing with teachers about product making techniques. Limited internet access is an obstacle, but students' creativity is quite apparent in making products from used materials.

Limited internet access shows the need to strengthen resources in schools so that students can conduct research independently. In addition, the importance of teacher guidance in helping students explore their ideas in an original way.

Overall, this analysis shows that the process of monitoring activities and providing guidance in the implementation of the Independent Curriculum through the PBL model at SMA Frater Don Bosco Manado involves collaboration between teachers and students. Clear guidance and adequate resources are essential to assist students in the research process. Although there are challenges in ensuring all students are actively involved and managing time, support from teachers and the use of diverse teaching methods can help overcome these obstacles.

The Process of Presenting Project Results in the Implementation of the Independent Curriculum through the Project Based Learning Model at SMA Frater Don Bosco Manado, Class 10, Social Studies Department

This analysis aims to understand the process of presenting project results in the implementation of the Merdeka Curriculum through the Project Based Learning (PBL) learning model at SMA Frater Don Bosco Manado, especially in class 10 of the Social Studies department. These findings are based on the results of interviews with teachers and students, the results of field observations, and the teaching modules used in learning.

Based on an interview with Mr. Joudy, a craft teacher, the presentation process was organized by setting a clear schedule for each group. He stated, "I organized the presentation process by setting a clear schedule for each group. Each group was given a certain amount of time to present their project, and I made sure that all students had the opportunity to speak." This shows that good organization is essential to ensure that all students can participate.

Ms. Febry Wowor, a sociology teacher, added that she provides guidance on what to convey in the presentation. She said, "I provide guidance on what to convey in the presentation, including the purpose of the project, the methods used, and the results obtained." This helps students to be more structured in conveying information.

Student Abigail Walugo expressed that the presentation experience was quite stressful but also enjoyable. She stated, "My experience was quite stressful, but also enjoyable. We tried to convey information clearly and capture the audience's attention." Student Queenchie Sumampouw also felt the same way, saying, "I felt happy to be able to share our work. Despite the nervousness, we tried to support each other during the presentation."

Mr. Joudy identified the main challenge in the presentation process as ensuring that all students feel comfortable speaking in front of the class. He stated, "The main challenge is ensuring that all students feel comfortable speaking in front of the class. Some students may feel nervous, so they need encouragement to appear confident."

Ms. Febry also faced the challenge of providing balanced feedback, where the criticism given did not make students feel demotivated.

The observation results showed that during the presentation, students seemed to try to convey information clearly. However, some students looked nervous and had difficulty in conveying their ideas. This shows that even though there is support from classmates, nervousness remains a challenge that must be overcome.

The teaching module used in the craft and sociology learning includes clear guidelines on how students should present their project results. In the module, students are taught to prepare a presentation that includes the objectives, methods, and results of the project. This is in line with Mrs. Febry's statement that emphasizes the importance of guidelines in presentations.

Overall, this analysis shows that the process of presenting project results in the implementation of the Merdeka Curriculum through the PBL model at SMA Frater Don Bosco Manado involves good arrangements from teachers, positive experiences and challenges faced by students, and the support needed to improve their communication skills. Clear schedule arrangements and structured presentation guidelines are essential to help students feel prepared and confident when speaking in front of the class.

Providing Feedback and Reflection in the Implementation of the Independent Curriculum through the Project Based Learning Model at SMA Frater Don Bosco Manado, Class 10, Social Studies Department

This analysis aims to understand the process of providing feedback and reflection in the implementation of the Merdeka Curriculum through the Project Based Learning (PBL) learning model at SMA Frater Don Bosco Manado, especially in class 10 of the Social Studies department. These findings are based on the results of interviews with teachers and students, the results of field observations, and the teaching modules used in learning.

Based on an interview with Mr. Joudy, a craft teacher, the project evaluation was conducted using an assessment rubric that covered various aspects, such as content quality, presentation, teamwork, and question-answering skills. He stated, "I conducted the evaluation using an assessment rubric that covered various aspects, such as content quality, presentation, teamwork, and question-answering skills. I also provided written feedback after the presentation." This shows that the use of an assessment rubric helps to provide structure in the evaluation.

Ms. Febry Wowor, a sociology teacher, added that she involved students in the evaluation process by asking them to do self-assessment and peer assessment. She said, "This helps them to better understand the assessment criteria and increases self-awareness." This shows that students' involvement in the evaluation can increase their understanding of the assessment criteria.

Student Abigail Walugo expressed that she felt the evaluation process was fair and provided helpful feedback. She stated, "I felt the evaluation process was fair. The teacher gave clear assessments and gave feedback that helped us understand what needed to be improved." Student Queenchie Sumampouw also felt the same way, saying, "The feedback was very useful, especially when we could see what was good and what needed to be improved."

Mr. Joudy explained that the main criteria used in evaluating student projects include clarity of project objectives, depth of analysis, creativity, and students' ability to work together in groups. He stated, "The main criteria I use include clarity of project

objectives, depth of analysis, creativity, and students' ability to work together in groups." Ms. Febry added that she also emphasized the aspect of reflection, where students should be able to explain what they learned from the project.

Observation results show that in the final stage, the teacher asked students to write a reflection of learning in the form of a journal. This reflection aims to encourage students' awareness of the learning process they have undergone. Most students can write reflection journals well, although there are still reflections that are not in-depth and are merely descriptive. Project evaluation is carried out using an assessment rubric that includes aspects of creativity, product function, and teamwork. However, the rubric was only socialized at the end of the project, not from the beginning, so students do not have a clear reference when going through the process.

Delays in the socialization of assessment rubrics can result in students not having clear guidance during the project process. This can affect the quality of the final results and students' understanding of the expected criteria.

Overall, this analysis shows that the process of providing feedback and reflection in the implementation of the Independent Curriculum through the PBL model at SMA Frater Don Bosco Manado involves structured evaluation, student involvement in assessment, and challenges faced in providing constructive feedback. The use of clear assessment rubrics and involving students in the evaluation process can improve their understanding of the assessment criteria and help them in learning reflection.

The Process of Formulating Essential Questions

The process of formulating essential questions in PBL at SMA Frater Don Bosco Manado follows the stages of The George Lucas Education Foundation (GLEF). Essential questions function as triggers for students' curiosity and encourage active involvement. Craft and Sociology teachers design contextual open-ended questions, such as "How do social structures influence our life choices?" which link the material to social and cultural realities.

The results of the study showed that questions in PBL are not only to get simple answers, but to encourage exploration and discussion. Student participation in formulating questions through group discussions reflects a constructivist approach, where students are active in the learning process. However, challenges arise when not all students understand the intent of the question, so additional guidance is needed.

From a technical perspective, the use of visual media such as whiteboards or presentation slides is not yet optimal. The use of visual media is important to help students understand abstract concepts. Observations show that teachers have attempted to integrate relevant trigger questions into the teaching module, supporting the achievement of the Pancasila Student Profile.

In the evaluation stage, the teacher provides constructive feedback, which is an important component in refining the project. Overall, the process of formulating essential questions at SMA Frater Don Bosco Manado reflects the effective application of PBL principles, although there is room for improvement in the use of visual media and adaptive guidance.

Project Planning Design Process

The project design process at SMA Frater Don Bosco Manado showed alignment with the GLEF PBL stages. The teacher began the planning by setting clear learning objectives and involving students in the planning, which strengthened their

sense of ownership. Although there were challenges in understanding the planning flow, students showed awareness of the importance of structure.

The planning components include learning objectives, implementation steps, determination of tools and materials, and assessment criteria. Reflection at the end of the activity is also planned as an integral part of the process. However, some groups had difficulty in preparing a work schedule, indicating the need for further guidance from the teacher.

Overall, the process of designing project planning at SMA Frater Don Bosco Manado reflects the consistent application of PBL principles. By strengthening teacher support in technical guidance and group work training, project planning is expected to be more effective in encouraging contextual and collaborative learning.

Project Implementation Schedule Preparation Process

The preparation of the project implementation schedule at SMA Frater Don Bosco Manado is an important element in PBL. The teacher divides the project into stages such as problem identification, planning, data collection, and presentation. This division is adjusted to the complexity of the project, in accordance with the GLEF guidelines.

The scheduling activity was carried out collaboratively between teachers and students. Students were involved in group discussions to formulate a realistic implementation time. However, challenges arose from the variation in learning speeds between students and the unequal division of roles. Some students tended to take over tasks, while others were passive.

Observations show that the scheduling activities in the craft subject are carried out through small groups. However, the implementation in the field is not optimal, especially in terms of proportional time division. Although students show creativity in making schedules, teacher guidance is still needed to ensure the involvement of all group members.

Process of Monitoring Activities and Providing Guidance

Teacher monitoring and guidance at SMA Frater Don Bosco Manado are very important in PBL. Teachers provide systematic guidance and learning resources to support students. Group guidance sessions help students share understanding and build solutions. However, challenges such as uneven student engagement and limited learning time need to be addressed. Uneven student engagement is a major challenge, where some students are less active because they have difficulty understanding concepts or have low self-confidence. In addition, limited learning time in class is an obstacle in itself, especially because project implementation takes more time compared to conventional learning. This requires teachers to manage their time flexibly and provide additional support outside of class hours when needed.

The condition of the school infrastructure also affects the effectiveness of the guidance process. Limited internet access is an obstacle for students in finding references independently. As a result, students rely more on information provided by teachers rather than exploring their own sources of knowledge. However, creativity is still seen in the implementation of projects, especially in craft learning, where students are able to utilize simple materials to produce original products.

The teaching module used supports this monitoring and guidance process by guiding students through the stages of exploration, data collection, information processing, and reflection. In sociology learning, students are taught to seek

information from various sources and organize it in the form of personal notes or group discussions. On the other hand, in craft learning, students are directed to conduct product-making technique trials, as well as evaluate the processes they undergo.

Overall, the monitoring and guidance process at SMA Frater Don Bosco Manado shows that teacher support is a key element in the success of PBL implementation. With a student-centered approach, it is expected that students can develop critical thinking skills, collaboration, and independence in accordance with the objectives of the Merdeka Curriculum.

Project Results Presentation Process

Presentation of project results at SMA Frater Don Bosco Manado is an important stage in PBL, where students can show their work and develop communication skills. The teacher sets a structured presentation schedule for each group, ensuring that all groups get a fair chance to present their project results. In this process, students are given a proportional presentation time limit so that they learn to manage time and convey information effectively.

In addition to time management, teachers also provide guidance on the content of the presentation. This guide includes important components such as project objectives, implementation methods, results obtained, and reflections on the process that has been passed. Providing this guide is very helpful for students in compiling presentation materials systematically and avoiding unfocused delivery.

Although some students felt nervous during the presentation, they showed enthusiasm in sharing the results of their group work. Nervousness is a common challenge in presentations, but it can be overcome through practice, peer support, and positive feedback from the teacher. Classroom observations showed that most students tried to convey information clearly and interestingly, although some still had difficulty expressing their ideas coherently.

The role of teachers is crucial in providing constructive feedback. Teachers are required to provide balanced evaluations—appreciating students' efforts, while also providing constructive criticism so as not to weaken their motivation. Thus, the process of presenting project results at SMA Frater Don Bosco Manado reflects the principles of PBL and provides space for students to hone their communication skills and increase their self-confidence.

Providing Feedback and Reflection

The feedback and reflection process at SMA Frater Don Bosco Manado reflects the PBL principles recommended by GLEF. Teachers use an assessment rubric that covers aspects such as content quality, presentation, teamwork, and question-answering skills. This rubric provides a clear structure for project evaluation, allowing students to understand the expectations and success criteria from the start.

However, observations show that the rubric was only socialized at the end of the project, not from the beginning, so that students did not have a clear reference during the project process. This can affect the quality of the final results and students' understanding of the expected criteria. Student involvement in the evaluation process, including self-assessment and peer assessment, can improve their understanding of the assessment criteria and encourage self-awareness.

Teachers encourage students to reflect through learning journals, which aims to increase students' awareness of the learning process that has taken place. undertaken.

However, there are still reflections that are not in-depth and are merely descriptive. According to GLEF, reflection should be an analysis of student performance, which helps them understand what has been learned and increases self-confidence in achieving learning goals.

Feedback provided by teachers should also be constructive and actionable. GLEF emphasizes that feedback that students can apply in their learning process will result in significant improvements in learning outcomes. Therefore, it is important for teachers to provide specific and relevant feedback, so that students can understand which areas need improvement and how to do it.

Overall, the process of providing feedback and reflection at SMA Frater Don Bosco Manado has reflected the implementation of PBL principles recommended by GLEF. However, to increase its effectiveness, improvements are needed in terms of socializing the assessment rubric from the beginning of the project, deepening student reflection, and providing actionable feedback. Thus, the implementation of PBL in the Merdeka Curriculum can be more optimal in supporting meaningful and sustainable learning.

Through this process, it is expected that students will not only gain academic knowledge, but also critical thinking skills, collaboration, and the ability to reflect on their learning experiences. By strengthening these aspects, SMA Frater Don Bosco Manado can continue to improve the quality of education and prepare students to face future challenges.

CONCLUSION

The implementation of the Independent Curriculum through the Project Based Learning (PBL) learning model at SMA Frater Don Bosco Manado has proven to be able to encourage increased student creativity, especially in Craft and Sociology subjects. The process of formulating essential questions, project planning, to presenting project results shows the active involvement of students and teachers in creating meaningful learning. However, several challenges are still found, including: 1) Student dependence on teachers in the learning process; 2) Ineffective project implementation time management; 3) Weaknesses in implementing reflection and providing constructive feedback. Thus, PBL can be the main strategy in implementing the Independent Curriculum, but requires ongoing assistance and strengthening of teacher capacity to optimize learning outcomes.

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