



Analysis of the Project-Based Learning Model to Internalize the Value of *Gotong Royong* in English Learning of Class X OTKP at SMKS Kristen Tomosa 2

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Abstract. *This study aims to analyze the effectiveness of the Project-Based Learning (PBL) model in internalizing the value of gotong royong (mutual cooperation) in English learning among class X OTKP students at SMKS Kristen Tomosa 2. It also explores the experiences, interactions, and perceptions of both students and teachers during the learning process. Using a qualitative approach with descriptive analysis, the study employed instruments such as observation sheets, interviews, and documentation to gather data. The findings reveal that the PBL model significantly enhanced collaboration among students and deepened their understanding of English learning materials. Through project activities, students learned to work together, share responsibilities, and engage in positive interactions, which facilitated the internalization of the gotong royong value. The project activities encouraged teamwork and mutual support, contributing to the development of students' social character. In conclusion, the PBL model proved effective in promoting both academic achievement and the internalization of cultural values such as gotong royong. The study highlights the potential of PBL as a tool for fostering cooperation, improving learning outcomes, and shaping students' social character in the classroom. Future research could explore its impact on other aspects of character development and academic skills.*

Keywords: *English Learning; Internalization; Project- Based Learning (PjBL) Model; Teamwork; Value of Gotong Royong*

1. INTRODUCTION

Education is a way to make people smarter and better qualified, and every person deserves to have good education. Making sure education is better is something really important that needs to be looked and this is the responsibility of teachers as educators or teachers. As for character education which is a major foundation in shaping a good learner and upholding the prevailing moral values. According to Lickona (1991) in Wahyuni (2021: 6), character education is a serious effort to help people learn, care about, and act based on important values that are carefully chosen to help students become better people.. Meanwhile, Scerenko (1997) in Wahyuni (2021: 7) in Muchlas Samani and Hariyanto's book entitled "Concepts and Models of Character Education", stated that character education is a serious attempt to build, support, and strengthen good personality traits by using role models as examples and practices to the maximum to understand the value of what you see and take in.

There are several character education values that must be instilled in students, one of which is the value of *Gotong royong*. *Gotong royong* can be interpreted as a cooperation carried out by individuals or groups of people in doing a job. Kurnia et al. (2023) in Sudrajat et al. (2024: 44), *gotong royong* reflects the values of togetherness, cooperation, and help that have been passed down through generations, becoming an important foundation in maintaining

social harmony in the community. Basically, *gotong royong* is a reflection of a collective culture that not only strengthens relationships between citizens, but also plays a role in ensuring that the social and economic needs of the community are met together, Mardiantari (2019) in Sudrajat et al. (2024: 44). *Gotong royong* is illustrated by Roba & Rippi (2024) in Rahmadani and Amaliyah (2024: 11) as a type of active participation that motivates each person to be kind and supportive of every individual in the neighborhood, regardless of their circumstances, needs, or desires.

The value of *gotong royong* is one of the main dimensions in the Pancasila Student Profile, which is the core reinforcement of the Merdeka Curriculum (Ministry of Education, Culture, Research, and Technology, 2022). The dimension of *gotong royong* in the *Profil Pelajar Pancasila* includes attitudes of cooperation, caring, sharing, and collaboration among students in various learning activities. Through the *Profil Pelajar Pancasila* (P5) strengthening project, teachers are guided to cultivate the value of *gotong royong* in a planned and systematic manner so that students not only master academic competencies but also internalize the value of togetherness in their daily lives.

In today's modern era, internalizing the values of *gotong royong* is very important for forming the character of students. By applying the value of *gotong royong*, students can work well together during the learning process. Johnson (1986) in Wardani and Hertiningtyas (2020: 287), internalization of the process of cultural value orientation in the hope of making someone own that has actually been united with the personality that a person has. This explanation means that internalization is a process of appreciation of social values and norms so that a person has the awareness to be able to manifest them into attitudes and behavior. Meanwhile, according to Kalidnjernih (2010) in Wardani and Hertiningtyas (2020: 287) that internalization is a process in which humans learn and are accepted as part of and at the same time bind themselves to social values and norms in a community behavior.

There are several learning models that are most often used to foster cooperation and the value of *gotong royong* among students. One of them is the Project-Based Learning model (PjBL). According to John (2008) in Latip and Supriatna (2022: 13), Project-based learning is a way of teaching where students learn by working on real-life problems that happen in the community. They get hands-on experience by solving these issues directly in the community. Meanwhile, according to Wena (2011) in Ilma and Turmudi (2021: 165), argue that project-based learning is a new way of teaching that focuses on learning through real-life situations by doing challenging tasks.

In accordance with preliminary research, students at SMKS Kristen Tomosa 2 have shown a noticeable lack of *gotong royong* values, particularly when involved in group-based projects. This issue is especially evident in collaborative English assignments, such as analyzing texts or creating procedure texts in groups. Many students tend to work individually rather than cooperatively, showing minimal communication, low participation, and an unequal distribution of tasks. Some group members take full responsibility while others contribute little or nothing, which undermines the collaborative learning experience. This indicates a weak internalization of collective responsibility, mutual support, and shared goals- core principles of *gotong royong*. Such behavior not only affects the quality of group output but also limits students' social and emotional development, which are essential components of 21st-century skills and the values emphasized in the *Profil Pelajar Pancasila*. Addressing this gap requires a learning model that explicitly integrates and reinforces collaborative values, such as Project-Based Learning (PjBL) model, which encourages shared responsibility and interdependence among students throughout the learning process.

Therefore, this study aims to analysis of the Project-Based Learning model to internalize the value of *gotong royong* in english learning of class X OTKP at SMKS Kristen Tomosa 2.

2. THEORETICAL STUDY

According to Salim et al. (2021: 4), *gotong royong* shows the importance of working together and helping each other to solve problems as a team, happy to get along and be friendly with others, and provide assistance to those who are poor, excluded, and need help. Then, to Setiawan et al (2023: 157), *gotong royong* means that working or completing a job together to achieve a common goal. This means that *gotong royong* is a positive thing that must be applied in each person in order to achieve a target that is not only for personal gain, but for the benefit of many people.

As a fundamental value, *gotong royong* has important values contained within it. Based on the opinion of Permana et al (2024: 481), *gotong royong* not only teaches students to work together, but also to respect, help, and understand each other in achieving common goals. Oktaviani et al (2023: 169) said that the main principles of *gotong royong* are cooperation, helping, kinship, care. *Gotong royong* activities will foster a sense of togetherness, familiarity, knowing each other, emotional connection between citizens, and concern for others.

One of the important values that need to be internalized in the Indonesian educational context is *gotong royong*. *Gotong royong* is one of the core values of Pancasila and has become an important part of character education in Indonesia. According to Tilaar (2024), *gotong*

royong is a form of social participation that emphasizes cooperation, solidarity, and concern for others. In the context of education, this value is important because it shapes students' cooperation, responsibility, tolerance, and leadership.

To internalize these values effectively, an appropriate learning model is required, one that provides authentic opportunities for students to collaborate. Project-Based Learning (PjBL) model is defined as a student-centered learning model that emphasizes real projects as the core of the learning process. Alhayat et al. (2023:109) state that Project-Based Learning (PjBL) model emphasized active student involvement in exploring concepts, designing, implementing, and reflecting on projects, thereby enabling the emergence of social values such as *gotong royong*.

Bie (2013) in Alhayat et al (2023: 109) stated that the Project-Based Learning (PjBL) model is a teaching method that focuses on the key ideas and important rules of a subject. It involves students in solving real problems and doing meaningful activities. Students work independently to develop their own understanding. The process ends with them creating actual, useful projects. Then, according to Nurasiah (2022) in Alhayat et al (2023: 106), the Project-Based Learning (PjBL) model, also called the project-based curriculum, is a learning approach that helps students develop their ability to create designs that solve problems. This model is a new way of teaching that focuses on students taking the lead in their learning, with the teacher acting as a guide and supporter. Next, Batubara et al (2024: 79), Project-Based Learning (PjBL) model is a way of teaching where students are at the center of their learning. This approach focuses on the process of learning and ends with a final product. Students get to choose their own activities and work on projects that they are interested in. This model also involves contextual learning, investigation or inquiry, and problem solving.

According to the 2013 Curriculum Guidelines published by the Ministry of Education and Culture (2024), the implementation of Project-Based Learning (PjBL) model is carried out through six systematic stages: (1) Identifying the main question, (2) Designing the project plan, (3) Creating a schedule, (4) Monitoring progress by the teacher, (5) Checking results or evaluating products, and (6) Reflecting on the experience. Then, according to Yulianto, et al in Agusdianita (2023: 162), Project-Based Learning (PjBL) model also follows a six-step process, (1) Identifying the main questions, (2) Design the project, (3) Creating a schedule, (4) Monitoring progress, (5) Check the results, and (6) Reflection the learning process from the experience.

Project-Based Learning (PjBL) is a learning model that emphasizes active student involvement in designing, implementing, and completing a project. Through this activity,

students are not only required to understand the subject matter, but also to interact with their peers, share roles, and take joint responsibility for the final outcome of the project. This process creates opportunities for the development of cooperative values in learning, as each student learns to help, support, and collaborate with others for the success of the group. The importance of this collaborative aspect is emphasized in various studies over the past five years, such as Sholehah et al. (2025), found that Project- Based Learning (PjBL) model can instill values of cooperation and empathy, and Rahayu et al. (2024), demonstrated that group work in Project-Based Learning (PjBL) model fosters care and shared responsibility. Another study by Sunarni et al (2025) also revealed that in project-based learning, the value of *gotong royong* is evident when students share ideas and help their peers complete tasks.

3. RESEARCH METHODS

In this study, researcher used a qualitative research methodology because it focuses on understanding how Project- Based Learning can help internalize the value of *gotong royong* in students of class X OTKP at SMKS Kristen Tomosa 2. According to Erikson (1986) in Pahleviannur et al (2022: 9), qualitative research is a process of investigation that is carried out intensively and thoroughly about what is happening in the field through analytical reflection on documents, evidence, and presented descriptively or directly quoting the results of interviews. Furthermore, Merriam (2009) in Waruwu (2024: 200), said that qualitative research is an activity related to the act of observation, trying to study something naturally, understand deeply, or interpret, interpret phenomena by describing, decoding, translating, and understanding the context naturally. This type of research is descriptive qualitative, which means that the research aims to describe and analyze phenomena without testing hypotheses or looking for cause-and-effect relationships quantitatively.

In qualitative research, the researcher acts as an instrument that plays an important role. Moleong (2019) in Pahleviannur (2022: 105), the role of the researcher consists of participant observation and humans as research instruments. First, participant observation is a guide for researchers to know the things that subjects do through their observations. Second, humans as research instruments. At this stage, a researcher can act as a planner, implementer of data collection, analysis, data interpreter and even report the results of his research.

In this study, data sources were obtained directly from the research subjects, namely students of class X OTKP who participated in Project-Based Learning and teacher who applied the learning model with used observation, interviews, and documentations to collect data.

4. RESULTS AND DISCUSSION

Analysis and Interpretation of the Observation Results

The implementation of the Project-Based Learning (PjBL) model in English language learning shows significant progress in shaping the values of mutual cooperation among students. Based on the results of observations, it was found that several basic activities, such as teachers greeting students warmly, inviting them to pray, checking attendance individually, delivering learning materials using videos, and forming heterogeneous groups, were carried out consistently in all meetings. This consistency shows the teachers' efforts to build a positive and structured classroom atmosphere, which ultimately has an impact on students' comfort in learning and their readiness to work together in groups.

However, during the first meeting, there were several important aspects that were not implemented optimally. Teachers did not provide initial motivation regarding the benefits of learning, did not convey an overview of the material, did not relate the lessons to everyday life, and did not monitor and provide guidance during group discussions. This resulted in students not fully understanding the learning objectives, feeling unmotivated, and not being able to build maximum group cooperation. As a result, *gotong royong* values such as teamwork, shared responsibility, and mutual assistance were not fully evident in the early stages of learning.

Improvements began to be seen in the second and third meetings. Teachers began to motivate students by explaining the relevance of the material to everyday life, such as cooking or making drinks, which was then linked to the procedure text. In addition, teachers also began to provide clear guidance on learning methods and the importance of group work. Monitoring of student activities in discussions also began to be carried out actively, including providing guidance to groups that were experiencing difficulties. With these improvements, students appeared to be more active in discussions, able to work together better, and showed a helpful attitude and responsibility towards group tasks.

During the learning process, activities such as group discussions, gathering information, writing down the results of discussions, and presenting the results of group work successfully encouraged students to interact positively. They began to share tasks fairly, help friends who were struggling, and discuss issues to reach a common understanding. These activities not only strengthened critical thinking and communication skills, but also indirectly instilled the value of *gotong royong*. Students learned that the success of the group was not the responsibility of one person, but the result of the cooperation of all members.

Although there were some shortcomings in the implementation at the beginning, overall, the application of Project-Based Learning (PjBL) model had a positive impact on the

internalization of the value of *gotong royong*. Teachers play an important role in creating a conducive learning structure and climate, while students gradually develop attitudes of mutual respect, empathy, and shared responsibility in their learning process. This shows that with proper planning and implementation, Project- Based Learning (PjBL) can be an effective approach not only for improving material comprehension, but also for shaping students' social character in English language learning.

Student Engagement and the Development of *Gotong Royong* Values

The implementation of the Project-Based Learning (PjBL) model has a clear impact on increasing student engagement and developing values of *gotong royong* during the English learning process. In the first meeting, the level of student engagement was still relatively low. This was evident from the lack of response to the teacher's motivation, lack of participation in group discussions, and the absence of feedback between students after group presentations. In addition, the absence of clear guidance on the importance of cooperation within the group caused students to work individually even though they were in a team. The lack of monitoring by the teacher also caused some students to appear passive and not actively involved in completing group assignments.

However, in the second and third meetings, student engagement increased significantly. After the teacher began providing motivation relevant to everyday life and explaining the learning objectives more clearly, students became more focused and enthusiastic in participating in activities. They began to show initiative in gathering information, actively discussing, and contributing to the group's work. It was evident that students shared tasks more evenly, discussed solutions to problems, and helped group members who were experiencing difficulties. Some students who were initially passive began to participate more actively after being given specific roles in the group. This reflects the students' cognitive, affective, and social engagement, which developed as the learning process progressed.

In the context of *gotong royong*, students gradually began to display attitudes of helping one another, working together to achieve common goals, and showing tolerance for differences of opinion within the group. They learned that the success of the group was not only determined by individual abilities, but also by effective collaboration among members. For example, when one member of the group did not understand the structure of a procedure text, other members were willing to explain it again and help correct the writing. The value of shared responsibility is also evident when students remind each other to complete tasks on time to support the group's success.

Overall, students' active involvement in project-based activities directly encourages the growth of social values that support the formation of *gotong royong* character. Through structured collaborative activities guided by teachers, students not only gain a deeper understanding of English material, but also develop positive attitudes toward cooperation, empathy, and concern for others. Thus, Project-Based Learning has proven to be effective not only in academic aspects, but also in building character values that are essential for students' social lives both inside and outside the classroom.

Teacher's Role in Supporting Gotong Royong Internalization

In the application of Project-Based Learning (PjBL) for English language learning, the role of teachers has proven to be very important in supporting the process of internalizing the value of *gotong royong* in students. Teachers not only function as facilitators of material, but also as social guides who direct the interactions and dynamics of student groups. Based on the results of observations, in the first meeting, the role of teachers in building the foundation of *gotong royong* was not optimal. This can be seen from the failure to take several important steps, such as providing initial motivation, explaining the objectives of group work, directing the benefits of cooperation, and minimal monitoring of group discussion dynamics. As a result, most students did not understand the importance of cooperation and did not show a helpful attitude during the learning process.

However, significant changes were seen in the second and third meetings. Teachers began to direct learning in a more structured and in-depth manner, explaining the importance of collaboration in completing project assignments. Teachers also provided motivation relevant to the context of students' lives, such as linking procedure text material to daily activities such as cooking or making drinks. This approach made students feel more connected to the material and better prepared to collaborate. In addition, teachers actively monitored group discussions, provided assistance to students who were struggling, and ensured that each member was involved in the work process. This role not only ensured the achievement of academic goals but also fostered positive social habits in group work.

Furthermore, teachers created a learning environment conducive to the internalization of values of *gotong royong*, such as collaboration, shared responsibility, and tolerance. Teachers form heterogeneous groups so that students from different backgrounds and learning abilities can complement each other. Teachers also consistently emphasize that the success of a project is the result of teamwork, not individual effort. During group presentations, teacher

encourage students to give each other feedback, foster a culture of reflection, and strengthen openness to others' opinions.

Thus, teachers play a strategic role in guiding students not only academically but also socially. Through careful planning, clear direction, and consistent guidance, teachers are able to create a collaborative learning environment that supports the internalization of *gotong royong* values. This proves that in the Project- Based Learning (PjBL) model, learning success is highly dependent on the active involvement of teachers in shaping students' character through focused and meaningful interactions.

Analysis and Interpretation of Interview Results

The results of interviews conducted with 27 students and one teacher show that the implementation of Project-Based Learning (PjBL) in English language learning has a positive impact on student engagement and the internalization of *gotong royong* values.

From the students' perspective, almost all respondents stated that they liked the project-based learning method because it was more fun and not boring. They felt that they could learn while working with their friends, making the learning process more lively and collaborative. Most students said that during the project activities, they actively participated in their respective groups and showed solidarity, such as helping each other complete tasks, sharing tools and materials, and completing the tasks of friends who were unable to attend. A concrete example they mentioned was when they practiced making a glass of sweet tea, which required logistical cooperation and group presentations, demonstrating good synergy and division of roles.

In addition to increasing active engagement, students also demonstrated a deep understanding of the value of *gotong royong*. They defined it as working together in a group to achieve a common goal, where all members help each other and share responsibilities. These values were reflected in their attitudes during the project, such as increased empathy towards friends, the ability to discuss openly, and a change in attitude to be more appreciative of the opinions and contributions of fellow group members. Some students even stated that they found it easier to work together after participating in the project because they had become accustomed to discussing and solving problems together. Academically, students claimed to have a better understanding of English material especially procedure texts because the learning process was direct, contextual, and discussed with friends.

From the teacher interviews, information was obtained that reinforced the results from the students' perspective. Teachers understood that Project- Based Learning (PjBL) model is a

student-centered learning approach oriented towards real projects, which is very suitable for improving contextual English language skills while developing students' social character. Teachers emphasized that the main objective was not only to achieve academic competence, but also to shape the character of students who are able to work together, share, and take responsibility together. Teachers consciously formed heterogeneous groups and assigned specific roles so that all members were actively involved. Other strategies used included providing group work rubrics, joint reflection, and a personalized approach to passive students.

The teacher also realized that during the first meeting, several aspects had not been implemented optimally, especially in building students' awareness of the importance of teamwork. This led to a lack of initial coordination among group members. However, during the second and third meetings, the teacher made improvements through initial reflection, emphasizing the importance of each member's role, and facilitating active discussion. As a result, there was a significant improvement in group dynamics: students became more equitable in task distribution, motivated each other, and solved problems without relying too much on the teacher. The teacher also noted an improvement in students' social attitudes in the long term, such as empathy, communication, and a sense of shared responsibility.

However, the challenges that still remain are the imbalance in contributions among group members and the teacher's limited time to monitor the entire group comprehensively. As a follow-up, the teacher plans to increase daily reflection, strengthen the monitoring of the group work process, and provide a more detailed collaboration rubric so that all students feel motivated to participate fairly.

Overall, the interview results show that the Project- Based Learning (PjBL) model effectively increases student engagement, strengthens understanding of the material, and tangibly instills the value of mutual cooperation in the context of English language learning. The combination of the right approach from teachers and the openness of students to participate makes this model a learning strategy that not only shapes academic competence but also strong social character.

5. KESIMPULAN DAN SARAN

Based on the results of observations, interviews, and documentation in English learning in class X OTKP SMK Swasta Kristen Tomosa 2, it can be concluded that the implementation of Project-Based Learning (PjBL) model is proven effective in improving students' understanding of procedure text material while internalizing the value of *gotong royong*. All aspects of the implementation of Project- Based Learning (PjBL) model have been carried out

well by teachers and students, from planning, implementation, to project evaluation. Observations showed that students were actively involved in all stages of learning cooperatively, both when discussing, compiling procedure texts, presenting results, and giving responses to other groups.

From the interviews, both teachers and students agreed that the Project- Based Learning (PjBL) model not only made learning more interesting and meaningful, but also provided space for students to work together, respect each other, and take responsibility in teams. Students felt happy and easier to convey ideas in groups, and experienced improvements in social skills such as communication and collaboration. The value of *gotong royong* is clearly visible in the learning process, characterized by solidarity, cooperation, division of tasks, and mutual assistance between group members.

Although there are obstacles such as uneven participation in some groups, it can be minimized by the active role of the teacher as a facilitator. Thus, Project- Based Learning (PjBL) model is not only effective from the academic side, but also a strong character education tool in shaping students' values of togetherness and social responsibility. This is in line with the theory and results of previous research which states that Project- Based Learning (PjBL) model is able to build 21st century competencies, including critical thinking, communication, collaboration, and positive character.

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