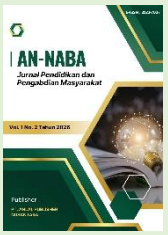
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# Hubungan Intensitas Penggunaan Smartphone Dengan Konsentrasi Belajar Siswa Kelas V Sdn 1 Keroya Tahun 2026

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**Abstract**

This study aims to explore teachers' perceptions of the implementation of Project-Based Learning (PBL) in promoting Higher-Order Thinking Skills (HOTS) in English language teaching and to identify the challenges teachers face in implementing this learning model. This study employed a qualitative approach using a case study design. The research participant was an English teacher of Grade 5 at SD Negeri 4 Anjani. The data were collected through interviews, classroom observations, and documentation. The data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing. To ensure the trustworthiness of the findings, source triangulation and technique triangulation were employed. The findings revealed that the teacher had a positive perception of the implementation of Project-Based Learning because it created active, meaningful, and student-centered learning. Moreover, PBL supported the development of students' Higher-Order Thinking Skills, including critical thinking, creativity, collaboration, communication, and problem-solving skills. However, the teacher also encountered several challenges, such as difficulties in developing students' higher-order thinking skills, differences in students' learning abilities, limited instructional time, and inadequate learning media and supporting facilities. Based on the findings, it can be concluded that Project-Based Learning is perceived positively by the teacher as an effective learning model for promoting Higher-Order Thinking Skills in English language teaching. However, its successful implementation requires adequate facilities and infrastructure, effective time management, and teachers' readiness to manage project-based learning effectively.

**Keywords:** Teacher Perceptions, Project-Based Learning (PBL), Higher-Order Thinking Skills (HOTS), English Language Teaching.

## Introduction

Learning English requires not only the mastery of language skills but also the development of higher-order thinking abilities. In the current era, rapid technological development has greatly influenced the education sector, posing a global challenge in improving the quality of human resources. Teachers are expected to act as facilitators who provide meaningful learning experiences, while students are encouraged to actively participate in the learning process. Therefore, it is important for teachers to equip students with essential competencies, especially the 4C skills—collaboration, critical thinking, creativity, and communication—which are necessary for global competition (Latifah & Kartika, 2023).

Among these competencies, critical thinking is considered one of the most important skills in the 21st century.

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This skill is closely related to Higher Order Thinking Skills (HOTS), which involve students' ability to analyze, evaluate, and create. HOTS encompasses critical, logical, reflective, metacognitive, and creative thinking (Sani, 2020; Jannah & Atmojo, 2024). Furthermore, Krathwohl (2002) categorizes HOTS into three main levels: analyzing, evaluating, and creating (R. Y. Setiawan, 2020).

In reality, the learning process in the classroom still often takes place monotonously. Teachers generally only deliver the material on the blackboard, then students write it down and memorize it. Trihanifa (2013) stated that a monotonous learning process and only placing students as learning objects can hinder the development of creative thinking skills and not give space for students to think critically in solving problems. Ideally, teachers provide various learning activities that are able to train students' high-level thinking skills (HOTS). Therefore, learning needs to apply a student-centered approach so that they can learn to analyze, evaluate, and make decisions on a problem.

To address this issue, innovative learning approaches are needed. One of the approaches that is considered effective is Project-Based Learning (PBL). PBL is a teaching approach that engages students in meaningful projects involving inquiry, problem-solving, and collaboration. Through PBL, students actively construct knowledge and apply it in real-life contexts, which supports the development of HOTS (Guo et al., 2020). In addition, PBL encourages students to develop important 21st-century skills such as problem-solving ability, collaboration, creativity, and independent learning through authentic project activities (Kay et al., 2019).

In addition, teachers' perceptions play a crucial role in the successful implementation of learning approaches. Teachers' perceptions refer to teachers' beliefs, understanding, and attitudes toward a particular teaching method, which influence how they apply it in the classroom. Positive perceptions can lead to more effective implementation of innovative strategies such as PBL (Nguyen & Van Vu, 2024). Teachers' perceptions are influenced by several factors, including teaching experience, educational background, professional training, school environment, and personal beliefs about teaching and learning (Abel et al., 2022). Therefore, this study aims to explore teachers' perceptions of Project-Based Learning in promoting Higher Order Thinking Skills (HOTS) in English language teaching.

## Method

This study employed a descriptive qualitative research design to explore teachers' perceptions of Project-Based Learning (PBL) in promoting Higher Order Thinking Skills (HOTS) in English language teaching. Qualitative research is appropriate for this study because it focuses on understanding participants' experiences, opinions, and interpretations in depth (Sheryl et al., 2017). According to Creswell (2018), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

The research was conducted at SDN 4 Anjani, an elementary school located in Anjani, East Lombok, Indonesia. The subject of this study was one English teacher at SDN 4 Anjani

who has experience in using Project-Based Learning. The data were collected through interviews (open-ended and closed-ended), classroom observations, and documentation. The open-ended interviews consisted of 14 questions designed to elicit in-depth and contextual responses, while the closed-ended interviews consisted of 7 questions designed to elicit more specific and structured answers. An observation checklist was used to record seven observable aspects of actual teacher-student behavior.

The data were analyzed using the Miles and Huberman interactive model, which consists of data collection, data reduction, data display, and conclusion drawing (Sugiyono, 2013). To ensure the trustworthiness of the findings, source triangulation and technique triangulation were employed.

**Findings and Discussion**

Based on the results of an interview with the English teacher at SD Negeri 4 Anjani, it was found that the teacher has a positive perception of the use of Project-Based Learning (PBL) in teaching English as an effort to develop Higher-Order Thinking Skills (HOTS) for students. The teacher believes that this learning model is able to create a more meaningful learning process because students are actively involved in every stage of learning activities. Through the project given, students not only learn English material but also gain a learning experience that encourages them to think critically, be creative, and be able to work together with classmates.

The teacher stated that the implementation of PBL is in line with current learning needs that emphasize the development of high-level thinking skills. Project-based activities provide opportunities for students to explore ideas, find information, analyze problems, and produce solutions through a collaborative learning process. The teacher assesses that PBL not only improves students' understanding of English material but also helps form deeper thinking skills. This finding is consistent with the research conducted by Huda et al. (2024), which found that the implementation of Project-Based Learning significantly improves students' critical thinking and problem-solving skills because students are actively involved in investigating real-world problems and producing meaningful projects.

The teacher also explained that project-based activities provide space for students to develop various aspects of HOTS. During the completion of the project, students are trained to identify problems, search for relevant information, exchange opinions in groups, determine appropriate solutions, and then present the results of their work. According to the teacher, the series of activities indirectly trains students' critical thinking skills, creativity, communication, and collaboration. This statement is in line with the theory proposed by Sani (2020), which states that the younger generation needs to be prepared with critical thinking skills, creativity, and the ability to make decisions to solve complex problems.

In implementing PBL, the teacher employs several strategies to promote HOTS. First, the teacher encourages students to actively engage in projects by explaining the learning objectives and benefits of the project before starting, ensuring students understand the

importance of the activity. Second, the teacher adapts projects to students' capacity by designing simple projects appropriate to the developmental level of elementary school students. Third, the teacher promotes collaboration through group activities, allowing students to discuss, divide tasks, help each other, and present their work. Fourth, the teacher guides students in solving problems by providing questions that stimulate students' thinking rather than giving answers directly. Fifth, the teacher connects projects to everyday life, such as introducing family members, describing objects in the classroom, or creating a simple poster using English. Finally, the teacher provides feedback and reflection at the end of the project, helping students recognize their strengths and weaknesses.

The evaluation of PBL implementation is also aligned with the HOTS indicators based on the revised Bloom taxonomy. At the analyzing level, the teacher observes how students identify problems, divide tasks, and analyze the information needed to complete the project. At the creating level, the teacher assesses the project results, such as posters, pictures, or simple presentations in English, which reflect the student's ability to combine ideas, knowledge, and creativity. At the evaluating level, the teacher uses presentation and question and answer stages to measure students' ability to account for their work, give reasons for the choices made, and respond to questions logically. This finding is consistent with the theory of Anderson and Krathwohl (2001), which states that HOTS includes higher cognitive processes such as analyzing, evaluating, and creating.

Overall, the interview results show that the teacher has a positive perception towards the implementation of Project-Based Learning in teaching English. The teacher assesses that this learning model is effective in creating more active, meaningful, and student-centered learning, as well as being able to facilitate the development of Higher-Order Thinking Skills (HOTS), such as critical thinking skills, creativity, problem solving, communication, and collaboration. This finding supports the research conducted by Nurul Hidayah (2022), which showed that teachers generally have positive perceptions of student-centered learning models such as Project-Based Learning because these models encourage creativity, collaboration, and critical thinking among students.

Although the teacher has a positive perception of the implementation of PBL to develop HOTS, several challenges were encountered during the implementation process. The first challenge is the difficulty in encouraging high-level thinking ability. Not all students are able to immediately reach the high-level thinking stage independently. Some students still need intensive guidance in understanding instructions, developing ideas, and completing projects systematically. This shows that the process of developing HOTS through PBL requires a longer time and consistent assistance from teachers as learning facilitators. This finding is consistent with the research conducted by Maya Puspitasari (2023), which found that many teachers still face challenges in applying HOTS-based learning due to limited training and lack of understanding of HOTS-based assessment.

The second challenge is the difference in students' English ability. Some students can follow each stage of the project well, while other students still need intensive guidance, especially when they have to analyze information, discuss, or deliver project results using

English. To overcome this challenge, the teacher tries to provide assistance gradually, form heterogeneous groups, and choose projects that are suitable for the student's ability level. This step is done so that all students still have the opportunity to develop high-level thinking skills. This finding is consistent with the research conducted by Utari Dwi Sartika et al. (2022), which found that teachers also faced several challenges such as limited time, large class sizes, and differences in students' abilities.

The third challenge is the learning time limitation. The implementation of Project-Based Learning takes a longer time than conventional learning. Every stage of the project, starting from planning, implementation, discussion, to presentation of results, requires a sufficient time allocation so it is often difficult to complete in the available lesson hours. To overcome this obstacle, the teacher designs a simpler project, sets a clear target for each meeting, and divides the project activity into several stages so that the learning objectives can still be achieved. This finding aligns with the limitations of the PBL model identified by Anggraini and Wulandari (2020), which include requiring a longer implementation time.

The fourth challenge is the limitation of media and learning facilities. The success of Project-Based Learning is greatly influenced by the availability of learning media that can help students understand the material and complete the project. However, not all materials are easily accessible or available in an appropriate form to support project activities in class. To overcome this challenge, the teacher shows creativity in utilizing various learning resources, such as pictures, vocabulary cards, learning videos, objects around the school, and simple worksheets to support the implementation of the project. This finding is consistent with the limitations of the PBL model identified by Anggraini and Wulandari (2020), which include the availability of facilities and infrastructure that are not fully adequate.

Despite facing various obstacles, the teacher still tries to implement Project-Based Learning because she believes that this learning model is effective in developing students' HOTS. The teacher applies several strategies, including giving clear instructions before the project begins, guiding students during the project work process, giving feedback periodically, and encouraging cooperation between students through group discussions. The research results show that the challenges in the implementation of Project-Based Learning do not reduce the teacher's confidence in the benefits of the learning model. On the other hand, various obstacles become motivation for teachers to continue to adjust learning strategies so that Project-Based Learning can be applied effectively in developing Higher-Order Thinking Skills (HOTS) in English learning. This finding is consistent with the view of Solichin (2013), who emphasizes that consistency in innovating needs to be maintained as a long-term effort by English teachers.

## Conclusion

Based on the findings and discussion, it can be concluded that the English teacher at SDN 4 Anjani has a positive perception of the implementation of Project-Based Learning (PBL) in English language teaching. The teacher believes that PBL encourages students to become more active, creative, collaborative, and responsible during the learning process. Through

project-based activities, students are given opportunities to develop Higher-Order Thinking Skills (HOTS), particularly in analyzing, evaluating, and creating ideas while completing meaningful learning tasks.

The teacher employs various strategies in implementing PBL to promote HOTS, including encouraging students to actively engage in projects, adapting projects to students' capacity, promoting collaboration through group activities, guiding students in solving problems, connecting projects to everyday life, and providing feedback and reflection. The evaluation of PBL implementation is aligned with the HOTS indicators based on the revised Bloom taxonomy, namely analyzing, evaluating, and creating.

However, the teacher also faces several challenges in its implementation, including difficulties in encouraging high-level thinking ability, differences in students' English ability, limited instructional time, and limitations of media and learning facilities. Despite these challenges, the teacher continues to apply various strategies such as providing clear instructions, guiding students throughout the project, encouraging teamwork, and adapting learning activities to students' needs. These efforts help support the successful implementation of Project-Based Learning and contribute to the development of students' Higher-Order Thinking Skills in English learning.

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