

The Application of Project-Based Learning (PJBL) Models in Learning English for Nursing

Handayani Sofian

Akademi Keperawatan Kesdam I/BB Padang

Article Info

Article history:

Accepted: 19 July 2025

Publish: 01 August 2025

Keywords:

Teacher centered learning

Students' centered learning

Project Based Learning

English for Nursing

Nursing Report

Abstract

The approach employed was a qualitative, descriptive research method. The research subjects consisted of 41 nursing students enrolled in English for Nursing courses. The data collection method was participant observation. The data analysis was used to describe the results of the simulations and questionnaires. The research findings obtained from participant sheets, questionnaires, and student assignments were analyzed using qualitative descriptive methods to get real data during the implementation of the Project-Based Learning (PjBL) model. From the research results, 85.36% indicated that the Project-Based Learning (PjBL) model used by lecturers in the teaching and learning process helped students better understand every detail in preparing nursing care reports in English, including the appropriate use of vocabulary, term selection, and language structure that must be applied in the field as professional nurses. Meanwhile, the average class score of 77% exceeded the mastery criterion of 70% for the material. This study concludes that the Project-Based Learning (PBL) model is an appropriate learning strategy for the English for Nursing course, providing students with detailed, comprehensive, and challenging learning experiences.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Handayani Sofian

Akper Kesdam I/Bukit Barisan Padang

e-mail: handayani1976sofyan@gmail.com

1. INTRODUCTION

Learning English, especially in nursing study programs, is very important, as evidenced by the English for Nursing course offered to students to help them master the language. This course focuses on the practical implementation of nursing care. The emphasis on English proficiency is well-founded. Sihite et al. (2021) state that English proficiency is essential for nursing students to support their academic competence and career as healthcare practitioners. Recognizing the importance of English language learning for nursing, educators—in this case, lecturers—must be able to provide a learning process that significantly enhances the English proficiency of nursing students. In reality, the English language learning process still faces various challenges. One common challenge in English language learning is that lecturers often adopt a one-way teaching approach, delivering lectures without sufficient interaction.

In contrast, effective English learning requires students to develop the ability to use English effectively. This focus on spoken output necessitates ample interaction during the learning process. If the method used is teacher-centered, with lectures that lack interaction, this will undoubtedly pose difficulties for students in actively and fluently mastering nursing English language competencies.

One of the learning outcomes in English for nursing is that students can use English orally or in writing, especially when providing nursing care or writing nursing care reports. This outcome will be achieved if the English language acquisition process is presented using teaching methods that encourage students to interact more. However, many English language learning programs still rely on teacher-centered or lecturer-centered approaches, often employing a lecture-based teaching model. This approach makes it difficult for students to develop their English language skills appropriately in writing nursing care reports. Nursing care involves interactions with clients and their environment to achieve the goals of meeting needs and promoting self-care independence (Law of the Republic of Indonesia No. 38 of 2014). In conducting nursing care, nursing academy students must be able to write nursing care reports in both Indonesian and English. Therefore, students need to master English both orally and in writing when preparing nursing care reports. Students' English proficiency can be achieved through interactive and meaningful learning processes.

The learning activities that should be prioritized are those that emphasize the process of acquiring English through meaningful learning experiences relevant to real-world contexts, particularly when students eventually enter the nursing industry. Teaching and learning are two inseparable aspects that are expected to bring about positive changes or the acquisition of new skills. An educator is required to respect students and provide them with opportunities to develop their full potential. Therefore, teaching and learning activities require an open, friendly, and mutually respectful atmosphere. Thus, quality learning can be achieved, and students can succeed in their studies.

Currently, the learning paradigm has shifted from teacher-centered learning (TCL) to student-centered learning (SCL). SCL is an educational approach that focuses on students in the learning process. Students are given space to be more active, independent, and able to understand the material at their own pace (Susanthi, 2020). Various learning methods that emphasize student-centred learning have been developed. The selection of these methods depends on the learning objectives that have been set, the time available, the number of students, the subject matter, the facilities and conditions of the students, and other factors related to the success of students in the learning process.

The Nursing Study Program is one of the study programs at the Padang Military Medical Academy (Akper Kesdam I/BB Padang) that aims to educate and prepare students to become excellent and competent professional nurses at the regional, national, and international levels. Therefore, students must learn English so that they can use it effectively in the context of nursing, in addition to fulfilling this mission. One of the mandatory English courses at the Nursing Academy of Kesdam I/BB Padang is English for Nursing, which has been part of the institution's curriculum since 2015. Based on interviews with several students, they admitted to being unfamiliar with nursing care. This course covers English language material, including topics that are already familiar in the context of nursing, and is aimed at students whose proficiency level is at the initial stage of understanding the main points of conversation and producing simple expressions. This course is designed to help students communicate in English at a basic operational level and improve their English proficiency, especially in the context of nursing.

Hyland (2016) states that English for nursing is part of the concept of English for academic purposes, where students engage with a broader and more heterogeneous academic subject through various genres, departments, and nursing disciplines. Additionally, English for Nursing is a language teaching/learning approach for medical/nursing purposes that prioritizes a curriculum based on humanistic, diagnostic, therapeutic, and care-oriented approaches. Furthermore, English for Nursing offers clear, sensitive, and effective communication. One effort to achieve this goal is by providing English learning materials that are relevant to students' needs. The healthcare industry

continues to evolve with the emergence of new technologies and innovations. Many of these technologies, such as electronic medical record systems and advanced medical devices, use English-language interfaces. Nurses proficient in English can more easily adapt to new technologies and utilize them to improve work efficiency and effectiveness (Muntasir & Nurviani, 2020).

One English language learning model that has the potential to be effective in helping nursing students is the project-based learning model (Kokotsaki, Menzies, & Wiggins, 2016). Project-based learning has been empirically proven to attract students' interest and stimulate critical thinking when students acquire and apply new knowledge in the context of problem solving. Almulla (2020) demonstrated that learning through a project-based approach can significantly increase student engagement in the English language learning process by enabling the sharing of knowledge and information obtained through discussions and a learning process focused on problem-solving outcomes.

Project-Based Learning (PjBL) is a dynamic learning approach that places students at the center of the learning experience (Taiebine M. et al., 2024). Unlike conventional methods that emphasize lectures and memorization, PjBL encourages active engagement, critical thinking, and the application of knowledge in real-world contexts. In nursing education, PjBL provides students with the opportunity to integrate theory with practice through projects relevant to the nursing field, thereby enhancing deep understanding and preparing them for professional challenges. Various forms of PjBL implementation can be applied in nursing education, including community projects, case studies, and simulations (Hanklang & Sivasan, 2021). Community projects involve students in community health activities, such as health campaigns or outreach, which enhance social awareness and interpersonal skills. Case studies allow students to analyze real clinical situations and design appropriate nursing interventions. Simulations provide practical experience in a safe environment, enabling students to develop clinical skills and decision-making without risk to patients.

Essentially, the core principles of PjBL include active engagement, collaborative learning, and problem-solving, with the context of active engagement requiring students to participate directly in the learning process, stimulating curiosity and exploration. Collaborative learning encourages teamwork, which is essential in the multidisciplinary nursing work environment (Qiuxia, et al., 2024). In addition, PjBL challenges students to develop problem-solving skills through the handling of real cases, which trains their analytical and decision-making abilities. In conclusion, PjBL is a highly valuable learning approach in nursing education, offering a more integrated and practical way of learning. By implementing PjBL, students not only gain theoretical knowledge but also develop practical skills, critical thinking abilities, and collaborative competencies essential for becoming competent and dedicated nurses (Aley et al., 2024). Therefore, PjBL should be considered a core component of the nursing education curriculum to prepare graduates who are ready to tackle the complex challenges of modern healthcare.

As is well known, learning using the Project-Based Learning method is part of a student-centred learning approach within the scope of higher education, but this does not mean that lecturers have no role to play and allow the learning process to run its course. The role of lecturers in learning using the Project-Based Learning method is as follows:

1. Learning Designer: Lecturers design projects that are relevant to the real world, challenging, and aligned with the learning outcomes of the course (Pradana, 2023). Projects should encourage students to develop 21st-century skills, including critical thinking, creativity, collaboration, and communication.
2. Facilitator: Instructors facilitate the learning process by providing the resources, technical support, and guidance students need. Instructors help students identify problems, plan projects,

- gather information, analyze data, and create final products (Belmekki, 2024). AI tools can assist instructors in facilitating PjBL, enabling personalization and efficient task management.
3. **Mentor:** Lecturers provide constructive feedback, emotional support, and professional guidance to students throughout the project (Du et al., 2024). Instructors help students overcome challenges, solve problems, and develop confidence.
 4. **Collaborator:** Instructors work with students as partners in the learning process. Instructors listen to students' ideas, provide input, and help students make decisions (Alves & Van, 2021). Collaboration between lecturers and students is important in PjBL.
 5. **Evaluator:** Lecturers assess students' progress formatively and summative, using various assessment methods such as observation, portfolios, presentations, and self-reflection (Nurkhamidah, 2023). Assessment should focus on both the process and the product, and provide helpful feedback to help students improve their performance.
 6. **Industry Linkage:** Instructors establish partnerships with industries or external organizations to provide authentic learning experiences for students (Mitchell & Tilley, 2024). Instructors can invite industry practitioners as guest speakers, project mentors, or collaboration partners.

Educators encourage group interaction and the courage to express opinions, helping students develop and appreciate their abilities while recognizing their weaknesses. The steps in learning using the Project-Based Learning method are as follows:

- a. Students are divided into small groups, and each group carries out a real-world project (connecting the problem).
- b. Each group is given an explanation of the tasks and responsibilities (setting the structure) that the group must perform in practice.
- c. Students in each group strive to identify the business problems (visiting the problem) they face based on their knowledge; (a) identifying the problem comprehensively to find the core of the business problem being faced, and (b) identifying ways to solve the problem.
- d. Students in each group seek information from various sources (books, manuals, and other sources) or ask the accompanying experts to gain an understanding of the problem (re-visiting the problem).
- e. Armed with the information obtained, students collaborate and discuss with one another to understand the problem and find solutions (producing a product) to the problem faced, and immediately apply them. The mentor acts as a guide.

Each group shares its experience in solving the problem with other groups to receive feedback and evaluation from them.

2. METHOD

This study uses a qualitative descriptive research design. In this case, the research is not designed to give subjects a treatment or control them, as is the case in experimental research. This research design was chosen because it enables a comprehensive description of the process of developing the ability to write nursing care reports in learning, using the Project-Based Learning (PBL) model in the ongoing English for Nursing course. This study aims to describe the process by which students develop their ability to write nursing care reports as a final assignment in learning using the Project-Based Learning (PBL) model. The subjects in this study were 41 students from the 2022 Nursing Science Study Program. By implementing PjBL, students not only gain theoretical knowledge but also develop practical skills, critical thinking abilities, and collaborative competencies essential for becoming competent and dedicated nurses (Aley et al., 2024). Therefore, PjBL should be considered a core component of the nursing education curriculum to prepare graduates who are ready to tackle the complex challenges of modern healthcare. The objective of this study was to examine students' ability to create nursing care reports using the Project-Based

Learning (PBL) model in the English for Nursing course.

The data collection methods used in this study were observation, documentation, and questionnaires. The observation method was accompanied by recording classroom activities. The use of recording techniques was done to prevent the researcher from overlooking students' activities while working on projects as learning tools. Additionally, the questionnaire technique also aided in data analysis. The recording process was conducted without disrupting the learning process or altering the learning conditions, ensuring that the researcher obtained the desired data.

The chronology of scientific research begins with pre-research, where the researcher identifies the problem, conducts a literature review, formulates questions or hypotheses, and prepares a research proposal. Next, during the research implementation phase, the researcher determines the design, develops the instruments, collects the data, and analyzes the data. After that, in the post-research stage, researchers interpret the results, compile reports, and publish their findings in scientific journals, such as the Mandala Education Scientific Journal, ensuring the research's relevance, significance, and originality. This process is integrated to produce high-quality scientific work that has a positive impact in the field of education.

3. RESULTS

Data collection on the implementation of the Project-Based Learning (PBL) model by lecturers through observation sheets. The observation indicators for the implementation of the Project-Based Learning (PBL) model by lecturers are based on the syntax of the Project-Based Learning model. At the same time, student response data is collected by distributing questionnaires to students, which provide answers regarding their perceptions of the project-based learning model implementation in the English for Nursing course they are taking on campus. The questionnaire data on students' perceptions of the implementation of the Project-Based Learning model in the English for Nursing course consist of 30 questions, measured using a Likert scale with scores ranging from 1 to 4, and were distributed to 41 respondents.

The learning process for the English for Nursing course, using the PjBL model, is conducted by established teaching techniques. The teaching strategy, utilizing the PjBL learning model, was adapted to this process. This aligns with the research by Handrianto, C., & Rahman, M. A. (2019), which suggests that the PjBL model should be integrated with classroom teaching techniques. The following are the results of the researcher's observations in the English for Nursing class in the nursing program.

1) The English language learning process for nursing uses the PjBL model

a) Introductory activities.

In the introductory activities, the lecturer begins with an apperception activity designed to assess students' initial abilities in writing nursing care reports. After conducting the apperception, the lecturer conveys the objectives of the lecture for each meeting.

b) Core activities.

In line with the distinctive characteristics of the PjBL learning model, the instructor poses foundational questions to students, encouraging them to build their knowledge based on their independent learning experiences related to nursing care report writing. Students are expected to design a project plan to be carried out after listening to an explanation of how to create a nursing care report and promote health. They are then given autonomy and freedom to develop their language use while remaining within the framework of nursing care. When students design a nursing care report plan aligned with nursing care theory, they work in small groups to discuss the project plan's content in line with learning outcome indicators. They then plan assessments to determine the achievement of core competencies.

The lecturer and students summarize the learning process activities, followed by the

assignment of tasks for the next meeting. In this context, the lecturer acts as a learning designer, striving to assign projects that encourage students to be more creative (Pradana, 2023). This indicates that the PjBL model concept, which begins with identifying the characteristics of learning theory principles, learning models, and learning practices, as well as problem-solving, can be applied to the instructor's activities in the English for Nursing course. The following is a further explanation of the results of the student questionnaire.

2) Student responses regarding their perceptions of learning using the Project-Based Learning model.

a) Student Learning Motivation Aspects

The implementation of the PjBL model enables students to realise their imagination as prospective professional nurses who are always enthusiastic about completing their nursing care reports. Several studies have shown similar results, indicating that the PjBL model enables students to become more creative and innovative in developing foundational competencies into learning indicators and objectives. This includes determining medical diagnoses, nursing diagnoses, the form of nursing care used, and the documentation employed to measure the achievement of indicators. In addition to being creative and innovative in this study, students reported a significantly better understanding of how to prepare nursing care reports, which is a requirement for professional nurses.

This was revealed by students when they were assigned to create nursing care reports and were able to complete them on time. Student motivation can be seen in Figure 1 below:

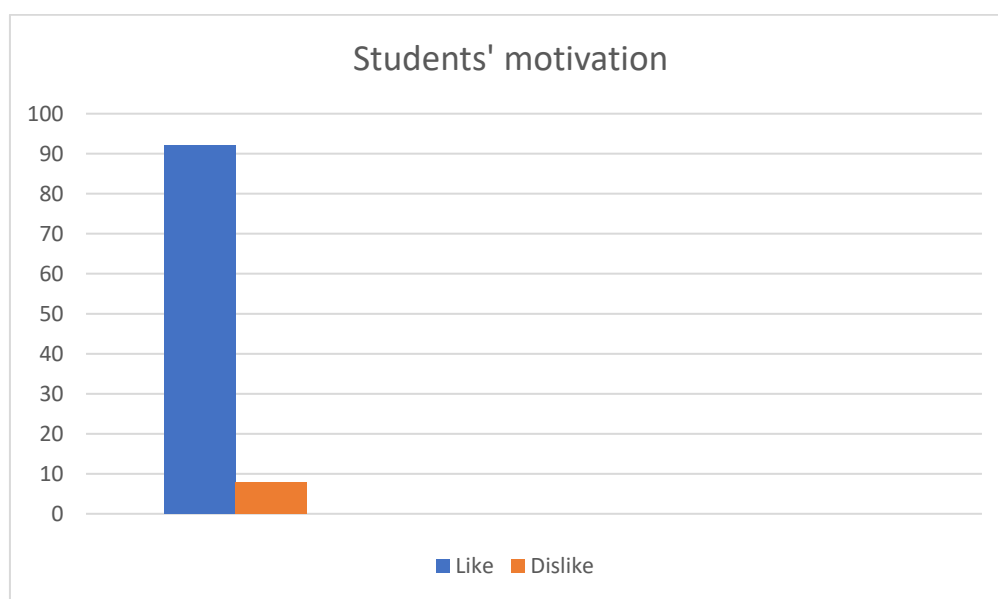


Figure 1. Students' motivation

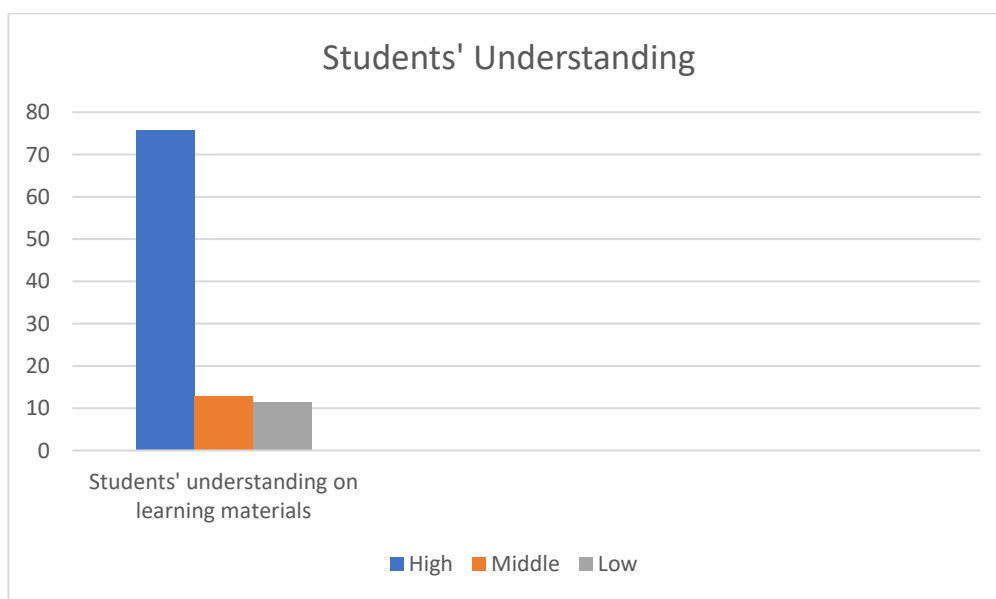
In the image above, it can be seen that the teaching and learning process for the English for Nursing course uses the PjBL model. As many as 92% of students greatly enjoyed it because they worked in groups to make diagnoses, determine interventions, and implement them in a way that was truly designed. The instructor attempted to reassess the students' motivation by asking them about their reasons for choosing PjBL. The percentage of students who liked this practice was 92%. The reasons behind their choice were stated as follows:

....."I am motivated because I am actively involved in the learning process; I am also free to develop my thoughts according to my interests, answer questions, and make decisions during the learning process."

When working on assignments, students first receive guidance and explanations from the lecturer on what and how to create nursing care report learning tools, making them more active in completing tasks, daring to ask questions and share opinions, and seeking consultations more frequently. This process is entirely facilitated by the instructor, who allocates time to guide students in identifying ideas for their projects (Belmekki, 2024). Meanwhile, approximately 8% of students prefer the PjBL model because they have not fully understood the core competencies that need to be developed into learning outcome indicators, resulting in lower motivation compared to other students.

b) Students' understanding of the material

The PjBL model makes it easier for students to understand how to create detailed nursing care reports. With the PjBL model, students are encouraged to be creative in creating nursing care reports and are also trained in finding solutions to every problem that hinders the creation of nursing care reports. As shown in Figure 2 below.



Graph 2. Understanding of learning materials

The PjBL model, at 75.69% (31%), facilitates students in understanding how to create detailed nursing care reports by theoretical nursing care principles. Through the PjBL model, students are encouraged to be creative in developing nursing care reports. They are trained to identify solutions to challenges encountered during nursing care processes, from observation to documentation. The PjBL model encourages students to generate new ideas when completing nursing care report assignments. Instructors act as mentors, providing constructive feedback, helping students overcome challenges, solve problems, and build confidence (Du et al., 2024). The following reasons support the popularity of this learning model among students:

.....“This learning model provides a complex learning experience that is designed to evolve in line with the real world, especially for us who will work as professional nurses who will write nursing care reports in English”

The implementation of the PjBL model allows students to explore their potential and be creative. Students' learning time also becomes more meaningful with the implementation of the

PjBL model. However, 11.51% of students still face difficulties in understanding the basic competencies that will be developed into indicators and then into learning objectives, even after completing other nursing care reports. This finding is supported by the research of Hikmawati, Huriah, and Khoiriyati (2018), which demonstrates that the PjBL model employed by lecturers in the teaching and learning process enables students to better understand the creation of nursing care reports that a professional nurse would typically produce.

c) Students' Experience Working on Projects

The experience of working on projects is also highly appreciated by students. Figure 3 below shows students' experiences in working on projects.

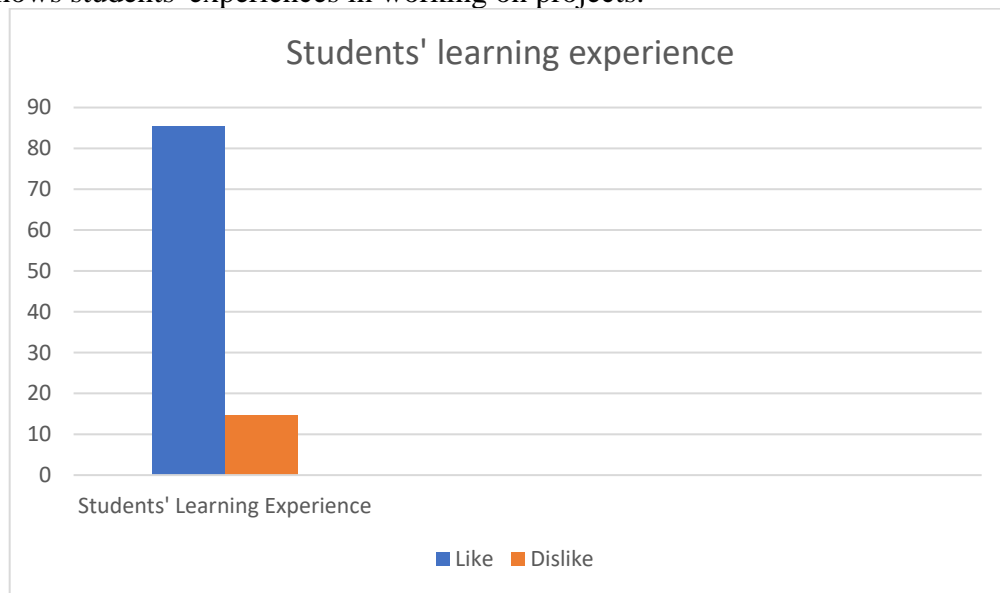


Figure 3. Students' Learning Experiences on PBL

Through the PjBL model, 85.36% of students gained experience in creating realistic nursing care reports similar to those in the field and detailed in accordance with the applicable curriculum. According to the students, the PjBL model is highly suitable for use in English language courses for nursing. Students also expressed satisfaction with the grades achieved in the English for Nursing course that employed the PjBL learning model. Instructors assessed student progress both formatively and summative, using various assessment methods such as observation, portfolios, presentations, and self-reflection (Nurkhamidah, 2023). Assessment should focus on both the process and the product, and provide constructive feedback to help students improve their performance

3) Student Assignment Outcomes Using the Project-Based Learning (PjBL) Model

The English language course for nursing using the Project-Based Learning (PjBL) model facilitates students in completing project assignments. Through the PjBL model, students are able to select activities in the form of operational verbs, gather information, and schedule the implementation of each activity according to the calculated time within one effective week. The grades obtained by students for the nursing care report assignment showed that 77% of students met the minimum criteria set by the instructor, while 7% of students were unable to achieve the standard grade.

‘..... this learning model can help improve my ability to solve problems, enhance my skills in managing learning resources, improve collaboration, and develop and train communication skills.’

This score exceeds the minimum completion criteria set by the lecturer in charge at 70. The originality of the products (e.g., intervention determination) produced by students is the result of their innovation and creativity in developing various forms of implementation in providing nursing care, including health promotion. Students' work in developing nursing care activities into reports takes into account the instructor's contributions in the form of guidance and support for student projects. Meanwhile, students' scores for the task of creating an action plan can reach the minimum proficiency criteria of 77%. The lowest score of 15% cannot meet the minimum completion criteria set by the instructor, which is 70. The instructor's rationale for setting the minimum completion criteria at 70 is for beginner students and regular students who are new to writing nursing care reports in English after nurses have provided nursing care.

Overall, it can be concluded that the students' assignment in creating nursing care reports in English using the PjBL model is satisfactory. This indicates that the mentor lecturer has been able to provide constructive feedback, emotional support, and professional guidance to the students throughout the project (Du, et al., 2024). Instructors helped students overcome challenges, solve problems, and develop self-confidence. The project process, which involved creating nursing care reports, was carried out procedurally by following the PjBL learning model procedures. Instructors collaborated with students as partners in the learning process by listening to students' ideas, providing input, and helping students make decisions (Alves & Van, 2021). Collaboration between lecturers and students is important in PjB, as by centring learning on students, lecturers can provide more space for students to be more creative and develop more critical and innovative thinking.

4. CONCLUSION

The results of this study indicate that the Project-Based Learning (PjBL) model used by lecturers in the teaching and learning process helps students better understand how to write nursing care reports in English, which is a requirement for professional nurses. The PjBL model exposes students to practical problems through learning stimuli. Therefore, the role of lecturers is crucial in providing such stimuli so that students can engage in independent learning, discover their own understanding, and develop their creativity collaboratively.

Additionally, students find it easier to complete assignments involving the creation of nursing care reports in English using the PjBL model. The implementation of the PjBL model makes the English language course for nursing more engaging. The PjBL model makes the English language course for nursing more beneficial and aligned with its field of study.. Students' experiences in writing nursing care reports in English using the PjBL model also became more varied. This can be proven by the average score of students in completing the task of writing nursing care reports in English, which was 77%, and 77% for the health promotion task score from the minimum passing score of 70 determined by the lecturer.

This study implies that the Project-Based Learning (PjBL) model provides a detailed, challenging, and long-term learning experience with the goal of completing a project that produces satisfactory student products and outcomes.

5. BIBLIOGRAPHY

- Aley, Melanie; Lee, Regina; Wang, Jordana; Wang, Joy; and Zheng, Sophia (2024) "Project-based learning and student outcomes in health professions education: A literature review," *Health Professions Education*: Vol. 10: Iss. 3, Article 11. DOI: 10.55890/2452-3011.1292 Available at: <https://hpe.researchcommons.org/journal/vol10/iss3/11>
- Almulla, M. A. (2020). The effectiveness of the project-based learning (PBL) approach as a way to engage students in learning. *Sage Open*, 10(3), 2158244020938702
- Alves, Anabela & van Hattum-Janssen, Natascha & Fernandes, Sandra. (2021). Teacher collaboration

- in PBL: setting the example for the students. 10.5281/zenodo.5093791.
- Belmekki, M. (2024). Project-Based Learning Implementation in Higher Education: Theoretical and Practical Issues. *The Journal of Quality in Education*, 14(24), 94–104. <https://doi.org/10.37870/joqie.v14i24.383>
- Damaiyanti, M., Yulastri, D., Sumira, S., Kemal, E., & Rahmat, W. (2022). Blended Learning Model for Writing Courses on Media in Era 4.0 (Model Blended Learning untuk Mata Kuliah Menulis Pada Media di Era 4.0). *Indonesian Language Education and Literature*, 8(1), 16-30
- Du, X., Chen, J., Stegeager, N., Lindvig Thomsen, T., Guerra, A., Kristoffer Kjærdsdam Telléus, P., & Bune Juhl, L. (2024). Mentorship for early career academics in a long-term problem- and project-based university academic development program in Denmark: views of subject and pedagogy mentors. *International Journal for Academic Development*, 30(2), 143–158. <https://doi.org/10.1080/1360144X.2024.2405158>
- Handrianto, C., & Rahman, M. A. (2019). Project based learning: a review of literature on its outcomes and implementation issues. *LET: Linguistics, Literature and English Teaching Journal*, 8(2), 110-129.
- Hanklang, S. and Sivasan, S. (2021), "Effectiveness of the project-based learning program on Thai nursing student competency for elderly care in the community", *Journal of Health Research*, Vol. 35 No. 2, pp. 132-146. <https://doi.org/10.1108/JHR-07-2019-0160>
- Hyland, K. (2016), *English for Academic Purposes: An advanced resource book*. London: Taylor. & Francis
- Hikmawati, A. N., Huriah, T., & Khoiriyati, A. (2018). Pengaruh Penerapan Project Based Learning (Pjbl) terhadap Peningkatan Kemampuan Kognitif, Afektif dan Psikomotor Mahasiswa. *JURNAL KESEHATAN SAMODRA ILMU*, 9(1), 62-73.
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). *Project-based learning: A review of the literature. Improving schools*, 19(3), 267-277.
- Nurkhamidah, N. (2023). Investigating The Lecturers' Challenges In Implementing Project-Based Learning In Writing Class. *Sustainable Jurnal Kajian Mutu Pendidikan*, 6(1), 1–10. <https://doi.org/10.32923/kjimp.v6i1.3083>
- Mitchell, J., & Tilley, E. (2024). The Role of Project Based Learning at the Core of Curriculum Development. *Journal of Problem Based Learning in Higher Education*, 12(1), 1–17. <https://doi.org/10.54337/ojs.jpblhe.v12i1.9105>
- Muntasir, M., & Nurviani, R. (2020). Language skills needed by nurses aiming to work abroad: A need analysis of English for Nursing. *ACCENTIA: Journal of English Language and Education*, 1(2), 80–89. <https://doi.org/10.37598/accentia.v1i2.849>
- Pradana, H. D. (2023). Project-Based Learning: Lecturer Participation and Involvement in Learning in Higher Education. *Journal for Lesson and Learning Studies*, 6(2), 287–296.
- Putri, R. E., Tatalia, R. G., & Rahmat, W. (2022). Language Act Histrionic Personality Tendencies Case Study Of Students Of Smk Negeri 1 Sintoga Toboh Gadang Padang Pariaman. *Social Sciences Review and Humanities*, 1(2), 168-177.
- Qingyi, B. (2023). Proceedings of the 2nd International Conference on Education, Language and Art (ICELA 2022). In *Proceedings of the 2nd International Conference on Education, Language and Art (ICELA 2022)*. Atlantis Press SARL. <https://doi.org/10.2991/978-2-38476-004-6>
- Qiuxia, X., Jantharajit, N., & Srikhao, S. (2024). Innovative approaches in nursing education: Enhancing learning efficiency and critical thinking based on cooperative and project-based learning. *Asian Journal of Contemporary Education*, 8(2), 153–164. <https://doi.org/10.55493/5052.v8i2.5260>
- Roessingh, H., & Chambers, W. (2011). Project-based learning and pedagogy in teacher preparation: Staking out the theoretical mid-ground. *International Journal of Teaching and Learning in*

Higher Education, 23(1), 60-71.

- Sihite, H. Y., Setyanto, H. Y., & Gervinko, G. (2021). Analisis dan Strategi Pengembangan Kemampuan Bahasa Inggris Keperawatan Sebang Kab. Bintan. *Jurnal Konsepsi, 10(3), 269-276. Project-Based Learning dalam Pembelajaran,..(Made Novita Dwi Lestari, dkk, Hal*
- Susanthi, I. G. A. A. D. (2020). Kendala Dalam Belajar Bahasa Inggris dan Cara Mengatasinya. *Linguistic Community Services Journal, 1(2), 64- 70.*
- Taiebine M, Al Hassani W, Nejari C. The Experience of Project-Based Learning Among First-Year Health Sciences Students in Morocco. *Cureus. 2024 Oct 29;16(10):e72649. doi: 10.7759/cureus.72649. PMID: 39610610; PMCID: PMC11604239.*