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THE ANALYSIS OF PROJECT-BASED LEARNING IN TEYL MATERIAL DESIGN COURSE: LECTURER'S EXPERIENCE & STUDENTS' PERCEPTIONS

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Abstract

The effectiveness of learning English for young learners relies heavily on the quality of materials and methods used to design them. In higher education, the TEYL (Teaching English to Young Learners) Material Design course helps pre-service teachers develop skills for creating appropriate materials for young learners. This study analyzes the lecturer's experience in designing project-based learning and explores students' perceptions of its application in the TEYL Material Design course. Using a qualitative case study approach, data were collected through document analysis of lesson plans, interviews with the lecturer and students, and a questionnaire completed by 27 students. The findings reveal that the lecturer designed three main projects: handmade, digital, and student book materials, aligned with learning objectives and real classroom contexts. The lecturer overcame instructional challenges through detailed instructions and ongoing feedback. Students' perceptions were predominantly positive, showing increased motivation, better material understanding, and improved collaboration skills. They felt actively involved throughout the planning to reflection phases. The study concludes that project-based learning was effectively designed and applied, benefiting both lecturer and students in achieving course outcomes and deeper engagement. The results suggest project-based learning suits courses requiring creativity and practical application, recommending continuous refinement for similar contexts.

Keywords: Project-Based Learning, Student Perception, TEYL Material Design

INTRODUCTION

The success of English Language Teaching fundamentally hinges upon the quality and appropriateness of instructional materials that serve as more than mere supplementary tools. These materials constitute the cornerstone of meaningful learning experiences, providing essential guidance for both educators and learners throughout their journey of language acquisition and development (Tomlinson, 2023). Rather than functioning as peripheral resources, well-crafted instructional materials actively shape curriculum implementation, create scaffolding structures that support learners' progressive development, and significantly enhance the overall effectiveness of the teaching-learning dynamic (Abdullah et al., 2022).

The landscape of English Language Teaching materials has undergone remarkable transformation over recent decades, reflecting broader pedagogical shifts within the field of language education (Alberto et al., 2019). Traditional approaches that positioned teachers and textbooks at the center of learning have gradually evolved toward more communicative

and learner-centered methodologies that emphasize authentic language application, critical thinking development, and active student engagement (Nunan, 2003). This evolutionary process has elevated material design from a peripheral concern to a central pedagogical competency, particularly crucial for preparing future English teachers who must navigate increasingly diverse and complex educational contexts (Lindawati et al., 2022).

Contemporary material design in English Language Teaching extends far beyond the simple production of teaching aids or supplementary resources (Guo et al., 2020). The process demands comprehensive planning, creative development, thoughtful adaptation, and systematic evaluation of learning materials designed to stimulate learners while encouraging meaningful language use. This multifaceted endeavor requires educators to possess not only deep theoretical understanding but also practical creativity, pedagogical insight, and the ability to synthesize complex knowledge systems into accessible learning experiences. The sophisticated nature of effective material design necessitates high-level expertise, comprehensive mastery of language skills, and genuine passion for educational innovation.

When focusing specifically on English instruction for young learners, material design considerations become even more specialized and demanding (Almulla, 2020). The field of English for Young Learners presents unique pedagogical challenges that require carefully tailored approaches and resources. Young children, typically ranging from six to twelve years of age, exhibit distinct cognitive, emotional, and social developmental characteristics that fundamentally differ from those of older learners (Cameron, 2001). Their naturally shorter attention spans, heavy reliance on concrete rather than abstract experiences, and intrinsic need for play-based and multi-sensory learning environments mean that standard English Language Teaching materials often prove inadequate or inappropriate for this demographic.

Effective materials designed for young learners must demonstrate high levels of engagement, visual appeal, age-appropriate content, and structures that actively promote curiosity while encouraging meaningful participation (Cameron, 2001). Understanding and responding to these specific developmental requirements represents a critical competency for anyone involved in creating educational experiences for children during this vital formative period. The recognition of these unique demands has prompted many teacher education programs to incorporate dedicated coursework focused on material design, helping pre-service teachers develop the specialized skills necessary to create, adapt, and evaluate resources that respond effectively to diverse learning needs across various educational contexts.

The English Education Department at UIN Sunan Gunung Djati Bandung addresses these professional preparation needs through a carefully structured course sequence. Students first complete foundational coursework in Introduction to Teaching English to Young Learners and Teaching English to Young Learners Methodology during earlier semesters before advancing to the specialized Teaching English to Young Learners Material Design course in their sixth semester. This mandatory course specifically aims to develop students' capabilities in designing appropriate English learning materials for young learners through comprehensive engagement with both theoretical principles and practical applications.

The course objectives encompass multiple dimensions of professional competency, including understanding fundamental Teaching English to Young Learners material design principles, developing skills in evaluating existing teaching media and materials, creating and presenting various forms of teaching media, designing digital learning tools, developing worksheets in both traditional paper and digital formats, and implementing these resources effectively in authentic classroom contexts (Rusiana et al., 2023). Throughout this process, the course emphasizes the critical importance of aligning all materials with established

Teaching English to Young Learners principles, relevant curriculum standards, and specific learner needs. Students engage not only with theoretical frameworks but also with hands-on production and evaluation of their own learning materials, outcomes best achieved through experiential learning approaches.

To facilitate the development of these practical competencies, the course employs project-based learning methodology. This approach aligns with Dewey's educational philosophy, which advocates for authentic, meaningful tasks that mirror real-world professional work while fostering personal investment in learning outcomes. Rather than passively absorbing theoretical concepts, students actively construct knowledge through direct engagement with material design challenges. They develop analytical, evaluative, creative, and implementation skills by participating in iterative cycles of brainstorming, planning, designing, refining, and presenting their original materials.

Project-based learning proves particularly well-suited to material design coursework because it naturally promotes deeper conceptual understanding, critical thinking development, enhanced creativity, and meaningful collaboration among students (Argawati & Suryani, 2020). Through sustained engagement with hands-on projects, students face authentic challenges that require them to apply theoretical knowledge, explore relevant pedagogical issues, and construct solutions that demonstrate both sound educational principles and contextual appropriateness. As students work collaboratively in groups, engage in creative brainstorming sessions, systematically evaluate their materials, and revise their work based on constructive feedback, they simultaneously develop essential professional skills that extend beyond the immediate course context.

The implementation of project-based learning transforms traditional classroom environments into active, inquiry-driven spaces where students experience firsthand the iterative and reflective processes that characterize professional teaching material development (Cudney & Kanigolla, 2014). This experiential approach provides students with authentic preparation for the complex demands they will encounter as practicing educators responsible for creating engaging and effective learning resources for young language learners.

Within the Indonesian higher education context, project-based learning has gained widespread acceptance and implementation, particularly across university-level coursework (Halim et al., 2023; Evenddy et al., 2023). This adoption reflects recognition of the methodology's capacity to deepen students' understanding through real-world application, develop critical thinking and problem-solving capabilities, enhance collaboration and communication skills among learners, and encourage independent learning while fostering student ownership of educational outcomes (Rachmawati et al., 2024; Fitriany, 2024). These compelling advantages have contributed to the increasing integration of project-based learning across diverse university courses, including specialized areas such as Teaching English to Young Learners Material Design.

Despite growing interest in project-based learning applications, significant gaps remain in understanding how this methodology functions within specific disciplinary contexts, particularly in highly specialized courses that require both theoretical mastery and creative practical application (Lapan et al., 2012). Several studies have examined students' perceptions of project-based learning implementation across various higher education contexts. Yulianti and Roza (2023) investigated English education students' perceptions of project-based learning in English for Journalism courses, finding that students responded positively to the methodology and experienced enhanced attitudes toward learning. Kartika (2020) explored Indonesian undergraduate students' experiences with project-based learning in Critical Reading courses, with participants reporting improved reading skills and deeper

comprehension as direct outcomes. Additionally, Yeltriana et al. (2023) examined implementation stages of project-based learning in Academic Writing courses, concluding that the methodology proved effectively applicable to writing instruction.

While these studies provide valuable insights into student perceptions and project-based learning applications across language-related coursework, they differ significantly in course focus and scope from the specific context of Teaching English to Young Learners Material Design. None specifically addresses the unique challenges and opportunities present in courses that require students to apply theoretical knowledge while simultaneously engaging in creative design processes tailored to the specific developmental characteristics of young learners. Most existing research concentrates primarily on learning outcomes and skill development without exploring student perceptions through structured analytical frameworks that examine affective, cognitive, and conative dimensions of learning experience.

This study addresses identified research gaps by investigating how lecturers design project-based learning approaches within Teaching English to Young Learners Material Design courses and exploring English Education Department students' comprehensive perceptions of this methodology. The research focuses particularly on students' affective responses, including their interest, motivation, and attitudes toward learning; cognitive dimensions, examining their understanding of project-based learning concepts and applications in completing material design assignments; and conative aspects, analyzing their active participation in course learning processes and collaborative group work capabilities.

Understanding students' multidimensional perceptions of project-based learning within Teaching English to Young Learners Material Design coursework proves crucial for optimizing instructional strategies and enhancing educational effectiveness. By systematically exploring student experiences across affective, cognitive, and conative dimensions, this research contributes to a deeper understanding of how project-based learning supports students in mastering Teaching English to Young Learners principles while developing practical competencies in creating effective teaching materials. If students perceive project-based learning as beneficial across these multiple dimensions, educators can refine and enhance its application to improve student engagement and optimize learning outcomes.

Through this comprehensive exploration, the study aims to contribute meaningfully to the ongoing development of student-centered approaches within English language teacher education, particularly in preparing pre-service teachers to design effective, developmentally appropriate materials for young language learners. The research seeks to understand both the instructional design process from the educator perspective and the learning experience from the student perspective, providing insights that can inform future pedagogical decisions and curriculum development within this specialized area of teacher preparation.

METHOD

This study employs a qualitative case study approach to explore the design process of project-based learning in the TEYL Material Design course and students' perceptions of it. According to Schensul (2012), qualitative research enables exploration of detailed social and organizational characteristics, individual behaviors, and their meanings, which is well-suited for gaining an in-depth understanding of students' learning experiences. The case study method, as described by Yin (2018), allows for detailed examination of how students perceive and experience project-based learning within the unique context of this particular course. The study was conducted at the English Education Department of UIN Sunan

Gunung Djati Bandung, involving eighth-semester students who had completed the TEYL Material Design course and one course lecturer, selected through purposive sampling based on their direct experience with the phenomenon being studied (Merriam & Tisdell, 2016).

Data collection utilized three methods: semi-structured interviews, document analysis, and closed-ended questionnaires to ensure comprehensive understanding through triangulation. Interview instruments were developed based on Wurdinger et al. (2007) for the lecturer interview regarding project-based learning planning phases, and Walgito's three aspects of perception (affective, cognitive, and conative) for student interviews and questionnaires. Document analysis followed Bowen's process of skimming, reading, and interpretation to examine the course's Semester Learning Plan. The closed-ended questionnaire used a binary "YES/NO" format to capture students' perceptions systematically across the three perception aspects. Data analysis followed Creswell's (2016) six-step qualitative analysis process for interviews, while questionnaire data underwent familiarization, coding, categorization, interpretation, and narrative reporting to identify patterns and themes related to students' perceptions of project-based learning implementation.

FINDINGS AND DISCUSSION

This study investigated two primary research questions concerning the implementation and perception of project-based learning in the TEYL Material Design course. The first question explored how the lecturer designs and implements project-based learning methodology, while the second examined students' perceptions of this pedagogical approach. Data collection involved semi-structured interviews with one course lecturer and five selected students, alongside questionnaire responses from 27 participants who had completed the course. Additionally, document analysis of the course syllabus was conducted to validate and triangulate the findings from interviews and questionnaires.

The course lecturer's experience in designing project-based learning for the TEYL Material Design course reveals a comprehensive and thoughtfully structured pedagogical framework. The lecturer's approach demonstrates this professional experience through careful integration of theoretical foundations with practical application needs in teaching English to young learners.

The planning process begins with syllabus development, where the lecturer deliberately selects project-based learning as the primary instructional method due to the course's inherently productive nature. This decision reflects awareness that material design requires hands-on creation rather than passive knowledge consumption. The lecturer carefully considers contemporary educational developments when selecting project types, incorporating both handmade and digital media projects to address the dual reality of traditional classroom settings and modern digital learning environments. This balanced approach acknowledges that while digital literacy has become essential in today's educational landscape, situations still exist where handmade materials prove more appropriate, particularly in classrooms with limited technological access or contexts requiring tactile, physical resources.

The lecturer introduces projects systematically, typically beginning around the fourth or fifth meeting after students have gained foundational knowledge about effective TEYL material and media selection. This scaffolding approach ensures students understand basic principles before engaging in practical application. The introduction process involves showing examples of appropriate TEYL media and encouraging analytical thinking through targeted questions such as "Do you think this media is meaningful?" and "Is this

media contextual? Why or why not?" These inquiries promote critical examination of materials against established TEYL principles, fostering deeper understanding of theoretical concepts through practical analysis.

Clear communication of project goals emerges as a central concern in the lecturer's design process. Detailed instructions are provided for each assignment, including specifications for working arrangements (pairs or groups), requirements for incorporating relevant language skills and aspects, and explicit assessment criteria. The lecturer shares evaluation standards and provides exemplars to ensure students have concrete reference points for their work. This comprehensive approach to goal communication addresses one of the main challenges the lecturer identifies: ensuring students fully understand project instructions and can follow them appropriately.

The lecturer's role during project implementation encompasses multiple dimensions. She functions as a guide by providing directions and guidelines that clarify expectations for each project. As a facilitator, she offers prompts and instructions to help students initiate work and maintain focus throughout the process. Her reviewer and assessor roles involve evaluating student work and providing constructive feedback that highlights successful elements while identifying areas needing improvement. Notably, the lecturer intentionally avoids an assistant role, believing that university students should develop independence in managing their responsibilities.

Student progress monitoring occurs primarily through end-point evaluation rather than continuous supervision. The lecturer reviews completed projects and requests revisions when necessary, expecting students to submit improved final versions. This approach reflects confidence in students' maturity and ability to self-regulate their learning processes while maintaining quality standards through feedback and revision cycles.

Presentation and testing of student-created materials occur through classroom exhibitions for handmade media and simulation activities for digital resources. These formats allow students to demonstrate their creations while receiving peer feedback through structured review processes. The peer evaluation component encourages reflection and provides additional perspectives that help students improve their work, creating a collaborative learning environment where feedback comes from multiple sources rather than solely from the instructor.

Reflective activities are embedded naturally throughout the learning process rather than occurring as separate, formal sessions. The lecturer considers the revision process itself a form of reflection, where students critically engage with their work based on feedback received. School observation activities provide another reflective opportunity, requiring students to analyze how practicing teachers select and use instructional media, then compare these observations with their own learning and created materials. This comparison process helps students connect theoretical knowledge with practical applications while evaluating the effectiveness of their designs in real-world teaching contexts.

The lecturer's assessment of project-based learning effectiveness focuses on both process and product outcomes. The course aims to develop students' abilities to select, modify, and create TEYL learning materials and media. Evidence of effectiveness includes students' capability to produce high-quality teaching resources and their engagement in reviewing, revising, and refining their work. The lecturer believes meaningful learning occurs through this iterative process, making the methodology effective for achieving established learning objectives.

Project selection rationale demonstrates contextual awareness and pedagogical

relevance. The three main project types - handmade media, digital media, and student books - were chosen to address different competency areas while responding to identified needs in the field. The student book project particularly reflects the lecturer's critical observation that many existing materials fail to meet appropriate language levels and developmental needs of young learners. By requiring students to create age-appropriate content, the project aims to develop more suitable and engaging resources for this population.

Alignment with course learning outcomes (CPMK) serves as a fundamental principle in project design. The lecturer consistently refers to established learning outcomes when finalizing project specifications, ensuring coherence between course objectives and student tasks. This systematic approach to alignment reflects commitment to outcome-based education and thoughtful instructional planning. The lecturer engages in reflective teaching practice by providing student feedback while also inviting their input, creating a bidirectional feedback loop that allows evaluation of whether projects achieve intended learning goals and identification of necessary adjustments.

Student perceptions of project-based learning in the TEYL Material Design course were analyzed through Walgito's (2010) three-dimensional framework comprising affective, cognitive, and conative aspects. This comprehensive analysis reveals how students emotionally respond to, intellectually engage with, and behaviorally participate in the learning activities.

The affective dimension encompasses students' emotional responses and feelings toward the learning experience. Questionnaire results demonstrate overwhelmingly positive emotional engagement, with 100% of participants reporting enjoyment in working on course projects. This unanimous positive response suggests that project-based learning creates an emotionally supportive environment where students feel interested, enthusiastic, and personally connected to learning activities. As DeMonbrun et al. (2017) note, positive emotions like enjoyment enhance learning by fostering curiosity and sustaining attention, both crucial elements in material design for young learners.

Motivation levels also reflect strong affective engagement, with 85.2% of students reporting feeling motivated to complete assigned project tasks. This high percentage indicates that project-based learning positively impacts student motivation through its emphasis on relevance, autonomy, and real-world application. However, the 14.8% who experienced lower motivation levels highlight individual variability in affective responses, potentially influenced by factors such as anxiety, workload management preferences, or inclinations toward more structured tasks. This finding suggests that while project-based learning generally fosters motivation, some students may require additional support or methodological adaptations to meet their emotional and learning needs.

Interest in project topics showed similar patterns, with 85.2% expressing strong engagement with assigned activities. This high interest level reflects successful integration of personally meaningful and engaging content through project-based learning's emphasis on real-world application, collaboration, and student autonomy. The 14.8% reporting lower interest levels reminds us that pedagogical approaches affect students differently, with variations potentially stemming from learning preference differences, prior experiences, or group dynamic factors.

Interview data further illuminate affective responses, with students expressing excitement, curiosity, and enthusiasm about the learning experience. Participants described feeling "excited," "motivated," and "fortunate" to engage with the course content. They particularly appreciated the balance between theoretical learning and practical application,

finding projects more engaging than traditional assignments, which they characterized as "boring" and difficult to comprehend. Students expressed strong preference for project-based activities, viewing them as more meaningful and conducive to understanding than conventional instructional methods.

The cognitive dimension examines how students understand, process, and apply knowledge during project-based learning experiences. Results demonstrate strong cognitive engagement, with 100% of students agreeing that projects helped them better understand course material and enabled application of classroom learning to project completion. This unanimous response indicates effective integration of theoretical concepts with practical application, supporting the constructivist theory underlying project-based learning where students actively construct understanding through meaningful, contextual tasks.

Understanding of project goals showed high levels, with 85.2% reporting clear comprehension of objectives and expected outcomes. This finding suggests that the lecturer's emphasis on clear communication, detailed instructions, and exemplar provision effectively supports student cognitive engagement. The 14.8% experiencing less clarity points to potential gaps in instructional delivery or communication, highlighting the importance of explicit goal-setting and clear instruction provision to ensure meaningful participation for all students.

Interview responses reveal deeper insights into cognitive processing during project-based learning. Students described enhanced understanding through active engagement rather than passive listening, with one participant noting, "I understand the material well because I not only listened to the lecturer but also did something for it." This active involvement facilitates deeper comprehension and retention. Students appreciated the direct connection between course content and practical tasks, with projects serving as vehicles for applying theoretical knowledge in meaningful contexts.

The progression from theoretical understanding to practical application emerged as a significant cognitive benefit. Students reported that projects helped them move beyond memorization to genuine understanding of TEYL principles and their implementation. One participant explained, "If I had only used the traditional method, I would not have understood the material and theory, but with this method, the projects made us create something. While making and presenting the projects, I understood the material and the theory or concepts being studied." This transformation from passive reception to active construction represents the essence of meaningful learning in project-based environments.

The conative dimension focuses on students' behavioral responses, actions, and participation levels during project-based learning activities. Data reveals high levels of behavioral engagement, with 92.6% reporting active participation in discussions and teamwork. This strong participatory behavior indicates that students not only accepted the learning approach cognitively and affectively but also demonstrated commitment through action and involvement.

Initiative-taking showed similarly positive patterns, with 85.2% of students reporting that they took initiative when completing assigned tasks. This self-driven behavior reflects internal motivation and ownership of learning, essential indicators of successful project-based learning implementation. Taking initiative demonstrates student autonomy and responsibility development, critical qualities for future educators. The 14.8% reporting lower initiative levels may reflect factors such as confidence issues, expectation clarity problems, or group role distribution challenges.

Collaboration effectiveness showed strong results, with 88.9% reporting successful

teamwork with group members throughout course projects. This high rate of effective collaboration demonstrates that students developed essential interpersonal skills including communication, negotiation, and shared responsibility. The 11.1% experiencing collaboration difficulties may reflect challenges in group dynamics, unequal contribution patterns, miscommunication issues, or individual preferences for independent work.

Interview data provides nuanced understanding of behavioral engagement patterns. Students described varying levels of leadership and participation within their groups, with some taking directive roles while others contributed through support and follow-through activities. Participants generally expressed satisfaction with collaborative processes, appreciating opportunities to share ideas, divide tasks fairly based on individual strengths, and work together toward common goals. However, some students faced challenges with unresponsive group members, highlighting the importance of careful group formation and ongoing monitoring of collaborative dynamics.

The development of responsibility and involvement emerged as significant outcomes of project-based learning experiences. Students reported feeling more accountable for their learning and more engaged in the educational process. This enhanced sense of responsibility stemmed from multiple factors, including group accountability, project ownership through topic and method selection, and connection to real-world teaching applications. One student noted, "The lecturer only provides the instructions; the rest is up to us. That makes me feel responsible because I choose the media, the model, and the topic, so I also have to work on it."

The implementation of project-based learning in the TEYL Material Design course demonstrates systematic integration of the three phases identified by Wurdinger et al. (2007): planning, testing, and reflecting. This cyclical structure appears consistently across all major projects, ensuring students experience comprehensive engagement with material design processes.

During the planning phase, students develop conceptual frameworks for their projects after receiving foundational knowledge about TEYL principles and material design criteria. This phase involves goal setting, curriculum alignment verification, and ensuring students possess a structured understanding of tasks before beginning implementation. The lecturer's emphasis on clear instruction provision and exemplar sharing supports effective planning by giving students concrete reference points for their work.

The testing phase involves active production and experimentation where students create tangible products including handmade media, digital resources, and student books. Each project type serves distinct purposes in developing different skill sets while addressing real-world TEYL teaching needs. Students engage in hands-on creation, peer presentation, and initial feedback gathering during this phase. The integration of classroom exhibitions and simulation activities allows students to test their materials in semi-authentic contexts, receiving immediate feedback on effectiveness and appropriateness.

The reflecting phase consolidates learning through review, revision, and metacognitive awareness development. Students engage in peer feedback sessions, receive instructor evaluation, and revise their work based on input received. The school observation component adds depth to reflection by enabling comparison between student-created materials and resources used by practicing teachers. This comparative analysis helps students evaluate their work's effectiveness and alignment with real-world teaching practices.

The cyclical nature of these phases ensures continuous improvement and deepening understanding throughout the semester. Each project builds upon previous learning while

introducing new challenges and contexts. This progressive structure supports skill development and conceptual understanding advancement, preparing students for professional practice in TEYL contexts.

Document analysis of the course syllabus provides validation for interview and questionnaire findings. The syllabus explicitly identifies project-based learning as the primary instructional method and outlines specific project assignments including handmade media, digital resources, and student book creation. Course learning outcomes emphasize both theoretical knowledge and practical competence in material design, aligning with the lecturer's description of the course's productive nature and real-world application focus.

The syllabus details assessment criteria focusing on student participation, understanding demonstration, explanation abilities, and material creation skills for young learners. This performance-based, authentic assessment approach corresponds with project-based learning principles and supports the lecturer's emphasis on process as well as product evaluation. The integration of reflection and revision activities in the course plan confirms the systematic implementation of project-based learning phases described in interview data.

Triangulation reveals strong alignment between documented course objectives, project-based learning implementation, and both lecturer and student experiences. This coherence strengthens the credibility of research findings and demonstrates successful integration of pedagogical theory with practical application in the TEYL Material Design course context. The consistency across data sources indicates that project-based learning implementation achieves its intended goals of engaging students in meaningful material design experiences while developing essential competencies for teaching English to young learners.

The findings collectively demonstrate that project-based learning in the TEYL Material Design course functions not merely as an instructional method but as a comprehensive learning process that engages students emotionally, intellectually, and behaviorally. The systematic design and implementation create conditions for meaningful learning that bridges theoretical knowledge with practical application, preparing students for professional practice while fostering essential skills including critical thinking, collaboration, and creative problem-solving.

CONCLUSION

This study reveals that implementing project-based learning in the TEYL Material Design course successfully integrated the three learning phases (planning, testing, and reflecting) throughout the entire semester. The lecturer effectively designed projects that aligned with Course Learning Outcomes while offering diverse product types to address different skill requirements and equip students with both traditional and digital material design competencies. Students demonstrated positive perceptions toward this learning approach, showing increased motivation, active engagement, and greater responsibility for their own learning journey. Their affective, cognitive, and conative responses were notably strong, as they experienced enhanced critical thinking abilities, deeper understanding of TEYL principles, and improved practical skills in designing learning materials for young learners.

Based on these findings, lecturers should continue adopting project-based learning by providing clear instructions, timely feedback, and real-world examples to help students better understand learning expectations. Students are encouraged to maximize their learning opportunities by actively participating in all project phases and collaborating effectively with their peers. Future researchers should consider expanding the study scope by involving

multiple classes and lecturers, while also investigating the long-term effects of project-based learning on students' actual teaching performance in real classroom settings.

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