ABSTRACT

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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 is designed to help pre-service teachers acquire the skills needed to develop appropriate and engaging materials for young learners. Project-based learning is applied in this course to foster creativity, collaboration, and problem-solving abilities. However, research that specifically explores how project-based learning is designed in this course and how students perceive its application remains limited.

This study aims to analyze the lecturer's experience in designing project-based learning in the TEYL Material Design course and to explore students' perceptions of its application. The focus lies on understanding the lecturer's planning and designing process and on evaluating students' affective, cognitive, and conative responses toward the learning model based on their direct classroom experience.

A qualitative case study approach was used in this study. The data were collected through document analysis of the course's lesson plan (RPS), interviews with the course's lecturer and students, and a closed-ended questionnaire answered by 27 students who had completed the course. The collected data were analyzed thematically and triangulated to ensure the validity of the findings.

The findings reveal that the lecturer designed three main projects, handmade, digital, and student book, based on the learning objectives, professional considerations, and relevance to real classroom contexts. The lecturer ensured the alignment of each project with the course learning outcomes (CPMK) and overcame instructional challenges by providing detailed written instructions and ongoing feedback. From the students' perceptions, the results show that the majority positively perceived the project-based learning. They felt involved in every phase of the process from planning to refecting, and reported increased motivation, better understanding of the materials, and improved collaboration skills.

In conclusion, project-based learning in the TEYL Material Design course has been well designed by the lecturer. It was found to be effectively applied, benefiting both the lecturer in achieving the course learning outcomes and the students in engaging more deeply with the learning process. The results suggest that project-based learning is well suited to courses requiring both creativity and practical application. Therefore, continuous refinement and support for the application of project-based learning in similar context are recommended.

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