



RESEARCH ARTICLE

Students' Perceptions of Implementing a Project-Based Learning Model with Hybrid Learning in Critical Reading

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Critical reading requires the ability to comprehend, analyze, evaluate, and reflect on information with a discerning and objective perspective. This skill involves understanding persuasive arguments, interpreting texts within their appropriate contexts, and identifying biases and manipulative tactics. The study aims to explore students' perceptions of using the Project-Based Learning (PJBL) model in critical reading within hybrid learning environments, as well as to outline the six steps of PJBL implementation in teaching and learning critical reading. Employing a mixed-methods approach, quantitative analysis examined data gathered from students' responses to a questionnaire on the utilization of PJBL via hybrid in critical reading, while qualitative analysis delved into interview data and the six steps of PJBL implementation. Results demonstrate that students hold a favorable view of the PJBL model's effectiveness in enhancing critical reading skills through hybrid learning, as indicated by the prevalence of 'strongly agree' and 'agree' responses. Interview data further reveals students' positive reception to PJBL implementation via blended learning in academic reading.

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INTRODUCTION

Critical reading plays a key role (Botirovna, 2022; Vozgova & Afanasyeva, 2020; Yildirim & Soylemez, 2018) in the development of basic language skills which is defined as the process of making inferences by reasoning, questioning, evaluating, and deriving conclusions from a text (Yildirim & Soylemez, 2018). Critical reading is also described as an enhanced thinking process through the use of more constructive language and clarification of concepts through discussion and questions to assess what we read and determine what is credible and what is not trustworthy in a text (Van et al., 2022). Critical reading allows someone to use logical and rhetorical skills to understand and analyze the main purpose, an author's argument, and the true meaning of a reading text such as scientific articles and academic books (Botirovna, 2022). However, problems in critical reading are still found in higher education, such as students lacking critical thinking skills to support critical reading, limited

mastery of English vocabulary, and the selection of reading texts that do not suit students' needs (Hartshorn et al., 2017; Liang & Fung, 2021; Muñoz & Valenzuela, 2020).

To overcome problems in critical reading learning, a project-based learning (PJBL) learning model will be designed and implemented. PJBL is a learning model built from constructivist learning theory (Chen & Yang, 2019), considered a successful strategy (Leggett & Harrington, 2021; López-Pimentel et al., 2021), which emphasizes student-centered learning and collaboration as a solution to problem-solving and to produce products (Warr & West, 2020). PJBL is also defined as a learning process that makes students active participants in learning through an inquiry process to answer authentic questions with the aim of providing viable solutions demonstrated in the final product (Leggett & Harrington, 2021). Meanwhile, the principle of PJBL is to provide opportunities for students to participate actively, focus on learning by doing, and learn collaboratively (Shin et al., 2021) and educators serve as learning facilitators (Ferreira & Canedo, 2020; Guo et al., 2020a) to provide feedback to help students construct knowledge so that it is possible to build their own knowledge through the learning process (Ismail, 2022).

There are three stages and six activities carried out by lecturers and researchers in implementing the PJBL model. The first stage is preparation which consists of three activities, namely determining the project, designing the steps for completing the project, and preparing a project implementation schedule. The second stage is implementation, consisting of two activities, namely completing the project and presenting the project results. And, the third stage is evaluation, consisting of one activity, namely evaluating the project process and results (Ismail, 2022).

Several researchers have conducted research on PJBL and found that PJBL has a positive impact on learning, including research that focuses on reviewing the results of using PJBL in higher education. The results of his research found that PJBL made a positive contribution to improving learning processes and outcomes (Guo et al., 2020a). other research that focuses on reviewing the influence of PJBL on student academic achievement. The findings show that PJBL has an influence in improving student academic achievement (Chen & Yang, 2019). then, research that focuses on implementing PJBL in learning. The results show that PJBL has a positive impact on increasing student interest (Setiawan, 2019). And, the research that focuses on reviewing the impact of PJBL for students. The results show that PJBL can encourage student motivation, involvement, and achievement (Leggett & Harrington, 2021).

Hybrid learning is a learning process carried out through a combination of face-to-face (offline) learning with online learning (Lestari et al., 2021). If the learning process through hybrid learning is carried out well, it will produce an interesting learning model (Ismail & Edi, 2022). Therefore, the problem formulation in this research is what are students' perceptions of the use of the PJBL model via hybrid learning in EFL critical reading, and what are the implementation steps for PJBL in EFL critical reading learning via hybrid learning?.

REVIEW OF LITERATURE

Project-based learning (PBL)

PJBL stands as a pedagogical approach revered for its capacity to engender profound student engagement while facilitating the acquisition and application of knowledge through immersive, inquiry-driven projects. Usmeldi and Amini (2022) posit that PBL not only fosters a deeper comprehension but also ensures the enduring retention of academic content. Within the realm of English as a Foreign Language (EFL), PJBL emerges as a potent catalyst for augmenting linguistic proficiency by providing authentic and meaningful contexts for language practice (Ismail, 2022).

PJBL model has many benefit in teaching and learning, such improve students' critical thinking (Mursid et al., 2022), problem solving (Kiong et al., 2022), creativity (Usmeldi & Amini, 2022),

interpersonal competences (Usmaldi & Amini, 2022), collaboration (Darmuki et al., 2023; Zhang & Hwang, 2023), and enhance the technological-content-knowledge (Muliyati et al., 2020). Thus, underscoring the potent synergy between PJBL and cutting-edge technology (Benlaghrissi & Ouahidi, 2024).

Hybrid learning

Hybrid learning, which integrates traditional face-to-face instruction with online learning activities (Lestari et al., 2021; Xiao et al., 2020), has garnered significant attention in recent years, particularly in the field of language education. This approach harnesses the strengths of both in-person and online formats to create a more dynamic and flexible learning environment (Xiao et al., 2020).

Many researchers have conducted studies on hybrid learning, including the evaluation of hybrid learning practices in Indonesian universities (Suryanto et al., 2024), a hybrid model to teach advanced academic reading (Z. Yang, 2020), factors that make learners a good fit for hybrid learning (Xiao et al., 2020), the effect of hybrid learning strategy and self-efficacy on learning outcomes (Rorimpandey & Midun, 2021), a systematic literature review on synchronous hybrid learning (Raes et al., 2020), an investigation of the effectiveness of hybrid learning on academic achievement (Kazu & Yalcin, 2022), the nature of hybrid learning environments: collaborative or competitive learning (Gutiérrez-Braojos et al., 2019), and the implementation of project-based learning in a hybrid setting with a focus on the effectuality of EFL students' reading comprehension (Assiddiq & Sasmayunita, 2022).

Critical reading in EFL

Critical reading encompasses the meticulous analysis and evaluation of a text's content, structure, and purpose [27]. Critical reading is pivotal for the cultivation of higher-order thinking skills (Holm, 2020; Phimpimon et al., 2024). Within the realm of English as a Foreign Language (EFL), critical reading is particularly formidable due to inherent language barriers, yet it is indispensable for academic success (Elhefni et al., 2020).

As an essential skill for academic triumph, critical reading demands a rigorous dissection and assessment of a text's content, structure, and intent. Accentuating that critical reading is crucial for nurturing higher-order cognitive abilities, which are imperative in both scholarly and professional settings (Y. Yang et al., 2022). In EFL contexts, critical reading is fraught with challenges due to linguistic obstacles; nevertheless, it is vital for students to immerse themselves deeply in texts to augment their comprehension and analytical prowess.

The synthesis of PJBL and hybrid learning methodologies offers a compelling paradigm for the enhancement of critical reading skills. By engaging students in projects necessitating the critical analysis and synthesis of information, and by providing adaptable, technology-enriched learning environments, educators can engineer more efficacious and captivating educational experiences. This integrated approach addresses the heterogeneous needs of EFL students, bolstering both language acquisition and the development of critical thinking skills.

RESEARCH METHOD

Research design

This study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews as well as implementation to gather data on students' perceptions of the usage of PJBL via hybrid learning in teaching and learning critical reading.

Sample and data collection

The research endeavor transpired amidst the fourth academic semester within the esteemed English Education Program. A cohort comprising 30 discerningly chosen participants partook, their selection meticulously orchestrated through a technique of disproportionate stratified random sampling. This method was deemed apt due to the stratified nature of the populace, notwithstanding its lack of proportionality, as meticulously expounded (Sugiyono, 2009).

The data collection process entailed the dissemination of questionnaires designed to elucidate students' responses subsequent to the implementation of Project-Based Learning (PJBL) through hybrid learning modalities in the domain of critical reading. Prior to the administration of these questionnaires and the conducting of interviews with the participants, the researchers immersed themselves in the pedagogical process for a duration of five weeks, rigorously applying the PJBL methodology within a hybrid learning context. Upon the conclusion of this instructional period, a total of 34 meticulously crafted questionnaires were distributed to the students to capture their evaluative responses and 10 interview questionnaires were asked of the students.

Analyzing of data

The analysis of the data was undertaken statistically for data gained from the results of the questionnaire instruments to find out an average score and qualitative approach to describe the result of the interview and point out the implementation of PJBL model via hybrid learning in teaching and learning critical reading.

RESULT

The result of perception

This research aims to identify students' perceptions of the implementation of the PJBL model for critical reading in English through hybrid learning. 34 questionnaires have been distributed to students. The Likert scale was used to categorize the result, namely strongly agree, agree, undecided, disagree, and strongly disagree. The results can be seen in Table 1.

Table 1. The result of questionnaires

No	Statements	Scores	Category
1	This learning model directs students to understand the concept of critical reading.	4.3	Agree
2	This learning model emphasizes a balance between understanding reading concepts and reading skills.	4.1	Agree
3	This learning model provides students with direct experience regarding critical reading skills.	4.6	Strongly agree
4	Learning activities in this learning model encourage collaboration between students and between students and lecturers.	4.5	Strongly agree
5	This learning model encourages students to interact with lecturers through discussions and questions and answers.	4.0	Agree
6	This learning model directs students to construct their understanding of the material being studied.	4.1	Agree

7	This learning model directs students to actively discuss the learning material being studied.	4.7	Strongly agree
8	Provide opportunities for students to share knowledge and skills about critical reading.	4.6	Strongly agree
9	This learning model prioritizes teamwork in the learning process.	4.8	Strongly agree
10	This learning model also prioritizes the assignment aspect as a strength in building understanding of concepts and practices in the critical reading learning process.	4.1	Agree
11	The assignment aspects in this learning model follow the assignment rules, namely from the pre-assignment stage, during the assignment and after the assignment.	3.3	Undecide
12	The division of group learning tasks in this learning model prioritizes balance of roles between students.	4.3	Agree
13.	The implementation phase of the learning model starts from determining the trigger questions and ends with evaluation and reflection.	4.6	Strongly agree
14.	This learning model prioritizes efficient reading practice.	4,5	Strongly agree
15.	This learning model prioritizes a learning process that is tailored to student needs.	4.3	Agree
16.	This learning model prioritizes process assessment in every assessment.	4.6	Strongly agree
17.	Involve students to draw conclusions about what they have learned.	4.2	Agree
18.	This learning model can create positive dependence between students.	4.2	Agree
19.	Activate students' critical powers in understanding the material by increasing learning experiences through authentic reading materials.	4.2	Agree
20.	Expand students' insight into the concepts being studied and connect them to the learning context.	4.3	Agree
21.	This learning model prioritizes joint correction between students.	3.2	Undecided
22.	This learning model optimizes the student-centered learning process.	4.5	Strongly agree

23.	This learning model prioritizes an interactive class atmosphere characterized by a group learning system, and providing mutual input/criticism to each student.	4.7	Strongly agree
24.	The role of lecturers in the learning process is always to prioritize students' academic needs together.	4.1	Agree
25.	This learning model optimizes the role of lecturers to direct students without prioritizing an evaluative attitude.	4.1	Agree
26.	This learning model directs students to learn to reading by optimizing learning media.	4.3	Agree
27.	Build students' attitudes to dare to express their opinions about the learning experiences they experience during the learning process.	4.5	Strongly agree
28.	This learning model is able to encourage students to have the courage to work collaboratively.	4.7	Strongly agree
29.	Building an attitude of mutual acceptance and respect between students and between students and lecturers in the learning process.	4.5	Strongly agree
30.	This learning model prioritizes the development of creativity in the critical reading learning process.	4.5	Strongly agree
31.	This learning model can create a dynamic learning atmosphere and a pleasant learning experience.	4.2	Agree
32.	This learning model fosters the courage to show student performance through a culture of presentation in front of the class.	4.6	Strongly agree
33.	This learning model fosters students' attitudes to be open to suggestions and criticism.	4.1	Agree
34.	This learning model teaches students about leadership in managing learning groups collaboratively.	4.0	Agree

Table 1 shows that students' perceptions of the application of the learning model are in three categories, namely strongly agree, consisting of 15 statements, namely statements number 3, 4, 7, 8, 9, 14, 16, 22, 23, 27, 28, 29, 30, and 32. The statement with the highest average score is number 7 regarding this learning model directing students to actively discuss the learning material being studied (4.7), number 23 regarding this learning model prioritizing an interactive class atmosphere characterized by a group learning system, and providing mutual input/criticism to each student (4.7), and number 28 regarding this learning model is able to encourage students to dare to work collaboratively (4.7). Meanwhile, the lowest average score in the strongly agree category is number 14 regarding this learning model prioritizing efficient reading practice (4.5), number 4 regarding learning activities in this learning model encouraging collaboration between students and between students and lecturers (4.5)., number 22 about this learning model optimizing the student-centered learning process (4.5), number 27 about building students' attitudes to dare to express their

opinions about the learning experiences they experience during the learning process (4.5), number 29 about building an attitude of mutual acceptance and respect between students and between students and lecturers in the learning process (5.4), and number 30 regarding this learning model prioritizing the development of creativity in the critical reading learning process (4.5).

The agree category consists of 17 statements, namely statements number 1, 2, 5, 6, 10, 12, 15, 17, 18, 19, 20, 24, 25, 26, 31, 33, and 34. The highest average value is statement number 1 regarding this learning model directs students to understand the concept of critical reading (4.3), number 12 regarding the division of group learning tasks in this learning model prioritizing balance of roles between students (4.3), number 15 regarding this learning model prioritizing a learning process that is tailored to student needs (4.3), number 20 about broadening students' insight into the concepts being studied and connecting them with the learning context (4.3), and number 26 about this learning model directs learning to read by optimizing learning media (4.3). Meanwhile, the lowest average score is statement number 5 about this learning model encouraging students to interact with lecturers through discussions and questions and answers (4.0) and number 34 about this learning model teaching students about leadership in managing learning groups collaboratively (4.0).

The undecided category consists of two statements, namely statement number 11 regarding the assignment aspects in this learning model following the assignment rules, namely from the pre-assignment stage, during the assignment, and after the assignment (3.3) and statement number 21 regarding this learning model prioritizes joint correction between students (3.2).

The Result of Interview

The findings gleaned from interviews conducted with 20 students can be articulated as follows:

1. Students are driven to actively engage in learning by assuming the role of subjects rather than objects, a fundamental aspect known as student-centered learning.
2. The PJBL model fosters the enhancement of students' collaboration skills as it necessitates their involvement in team-based project work.
3. The PJBL model serves to bolster students' problem-solving capabilities by prompting them to undertake projects originating from problem formulations elucidated in reading materials provided by lecturers.
4. The PJBL model serves as a catalyst for the refinement of critical, creative, and innovative thinking skills among students by assigning them projects that require critical and creative engagement, collaboratively established with lecturers.
5. The PJBL model serves as a conduit for the enhancement of students' communication prowess, tasking them with articulating the outcomes of their projects within its framework.
6. The PJBL model plays a pivotal role in fostering student leadership development, with each group designated a team leader responsible for guiding the group's discussion processes.
7. The PJBL model, facilitated through hybrid learning approaches, contributes significantly to improving students' technological literacy by integrating technology into the learning process.
8. The PJBL model effectively hones critical reading skills within each group by tasking members with deciphering and critically analyzing text formulations provided by lecturers.
9. The PJBL model yields a positive impact on learning outcomes by instituting comprehensive evaluations throughout the semester, including process evaluations conducted collaboratively by educators and group members.

10. The PJBL model, facilitated by hybrid learning methodologies, affords students the flexibility to manage their time effectively in completing projects, thereby promoting a more adaptable learning process.

The implementation of model

In the domain of critical reading, a meticulously choreographed symphony of PJBL-based learning steps unfolds:

1. Illuminating fundamental inquiries or paramount challenges:

The instructor meticulously curates and disseminates reading materials of utmost relevance, entrusting students with the profound task of discerning critical issues or crafting incisive research questions finely attuned to the course's essence.

2. Orchestrating project development with strategic finesse:

This pivotal phase demands the meticulous assembly of students into heterogeneous cohorts, each composed of 4-5 individuals representing diverse perspectives and capabilities. Through a democratic process, leaders emerge, roles are meticulously delineated, and together, they sculpt an intricate blueprint for project execution. Every aspect, from activities to deadlines, report components, and presentation methodologies, is meticulously crafted to captivate and compel.

3. Sculpting a meticulous project timeline:

Students meticulously weave together a detailed roadmap for project execution, harmonizing agreed-upon milestones and deadlines with an artist's precision and attention to detail.

4. Vigilantly overseeing project progression:

Under the sage guidance of the instructor, students embark on a meticulous journey of research and data collection, aligning their efforts with the project's overarching objectives. The instructor serves as an unwavering beacon, providing steadfast support in navigating obstacles, fostering reflective learning, and nurturing a culture of continual growth.

5. Presenting and rigorously evaluating project outcomes:

With masterful finesse, students unveil their findings, presenting them with flair to solicit invaluable feedback from peers and esteemed instructors, cultivating an environment ripe for rigorous scrutiny and constructive critique.

6. Engaging in comprehensive evaluation and profound introspection:

Instructors and students alike embark on a journey of robust evaluation and profound introspection, dissecting undertaken activities and scrutinizing tangible outcomes to distill invaluable lessons and insights, thereby nurturing the seeds of future growth and refinement.

DISCUSSION

A study on identifying student perceptions regarding the use of the PJBL model for critical reading in English through hybrid learning obtained from the distribution of student perception questionnaires totaling 34 statements can be identified into three categories, namely the categories of strongly agree, agree, and doubtful.

There are 15 statements in the strongly agree category, including statement number 7 about learning models that direct students to actively discuss the learning material being studied, number 28 about working collaboratively, number 4 about collaboration models (Darmuki et al., 2023), and number 22 about optimizing student-centered learning. This statement shows that PJBL has been implemented as a student-centered learning method or makes students the subjects of learning, as several researchers say that PJBL is a student-centered learning model by providing opportunities for students to discuss projects that are being finished (Duke et al., 2020; Guo et al., 2020b; Ismail, 2022; Kim & Lee, 2022; Pham, 2018; Rodríguez et al., 2015). Sedangkan untuk kategori strongly agree semuanya menunjukkan pembelajaran yang berpusat kepada mahasiswa. Meanwhile, the other strongly agree category shows that student-centered learning has been implemented.

For the agree category there are 17 statements, number 1 is about understanding the concept of reading which is one of the strategies to improve students' understanding so that they can improve critical reading skills (Bormanaki & Khoshhal, 2017; Suarcaya & Prasasti, 2017). The highest average score in the agree category are statement number 1 regarding this learning model directs students to understand the concept of critical reading (4.3), number 12 regarding the division of group learning tasks in this learning model prioritizing balance of roles between students (4.3), number 15 regarding this learning model prioritizing a learning process that is tailored to student needs (4.3), number 20 about broadening students' insight into the concepts being studied and connecting them with the learning context (4.3), and number 26 about this learning model directs learning to read by optimizing learning media (4.3). Meanwhile, the lowest average score is statement number 5 about this learning model encouraging students to interact with lecturers through discussions and questions and answers (4.0) and number 34 about this learning model teaching students about leadership in managing learning groups collaboratively (4.0) (Darmuki et al., 2023).

The undecided category consists of two statements, namely statement number 11 regarding the assignment aspects in this learning model follow the assignment rules, namely from the pre-assignment stage, during the assignment and after the assignment (3.3) and the statement number 21 regarding this learning model prioritizes joint correction between students (3.2).

The interview data can become many evidents that the Project-Based Learning (PJBL) model has various positive impacts on student learning experiences and outcomes to support data from students' perception. The writers can delve into a discussion of ten findings; firstly, Student-Centered Learning: The data suggests that the PJBL model places students at the center of the learning process (Sormunen et al., 2020), emphasizing their active engagement and participation. This approach contrasts with traditional teaching methods where students may be viewed more as passive recipients of knowledge. Secondly, enhancement of Collaboration Skills: PJBL encourages students to work together in teams on project-based tasks, which fosters collaboration skills. This aligns with the evolving needs of workplaces, where teamwork and cooperation are often essential. It is supported by many researchers pointed out that PJBL has positive effect in 4Cs skills (Kiong et al., 2022; Syahril et al., 2022).

Thirdly, improvement of Problem-Solving Abilities: By engaging students in projects that stem from problem formulations provided in reading materials, the PJBL model promotes critical thinking and problem-solving skills. This practical application of knowledge enhances students' abilities to analyze and address real-world challenges. PJBL is implemented to foster problem solving in line with the research result which conducted by Zhang & Hwang, (2023), Wahyudiati et al., (2022) and Syahril et al., (2022). Fourthly, development of Critical and Creative Thinking: Assigning projects that require critical and creative engagement contributes to the refinement of these skills among students. This is crucial for fostering innovation and adaptability in an ever-changing world. It support by many researchers says that by applying PJBL can improve creative thinking skill (Mursid et al., 2022; Syahril et al., 2022; Usmeldi & Amini, 2022; Wahyudiati et al., 2022). Fifthly, enhancement of Communication Skills: The PJBL model requires students to articulate project outcomes, thereby improving their communication prowess. Effective communication is essential in both academic and professional settings. It is suitable with the result of research about PJBL can improve interpersonal competence, especially communication skill (Crespí et al., 2022; Syahril et al., 2022).

Sixthly, fostering of Leadership Development: Designating team leaders within each group encourages the development of leadership skills among students. This experience of guiding group

discussions can nurture confidence and leadership abilities. Seventhly, Improvement of Technological Literacy: Integrating technology into the PJBL model enhances students' technological literacy (Muliyati et al., 2020). This aligns with the demands of modern education and the workplace, where digital skills are increasingly important. Eighthly, honing of Critical Reading Skills: The PJBL model emphasizes critical reading and analysis of text formulations provided by lecturers. This helps students develop the ability to critically evaluate information, a skill applicable across various disciplines and contexts. Ninthly, Positive Impact on Learning Outcomes: Comprehensive evaluations conducted throughout the semester, including process evaluations, contribute to positive learning outcomes. This ongoing assessment ensures that students are continually engaged and making progress. Lastly, promotion of Time Management and Adaptability: The PJBL model, facilitated by hybrid learning methodologies, allows students to manage their time effectively and promotes adaptability. This flexibility is beneficial for accommodating diverse learning styles and schedules.

The writers point out that the PJBL model offers a holistic approach to learning, encompassing various skills and competencies essential for success in both academic and professional spheres. By fostering active engagement, collaboration (Darmuki et al., 2023), critical thinking (Mursid et al., 2022; Wahyudiati et al., 2022), and technological literacy, the PJBL model equips students with the tools they need to thrive in today's rapidly evolving world.

This data from implementation of model offers a comprehensive look into the integration of Project-Based Learning (PBL) to enhance critical reading skills, highlighting six key steps in the process. Firstly, it emphasizes the instructor's role in selecting appropriate reading materials to stimulate critical thinking. This sets the stage for students to delve into key issues and formulate research questions, promoting autonomy and intellectual engagement. Secondly, collaborative learning takes center stage as students are grouped into diverse teams (Darmuki et al., 2023), fostering varied perspectives and encouraging teamwork and accountability. Thirdly, meticulous planning of project timelines ensures efficient progress, teaching students essential organizational and time management skills. Fourthly, close monitoring of project progress by the instructor provides support and guidance, promoting resilience and a culture of continuous learning. Fifthly, presenting and evaluating project results cultivates communication and critical evaluation skills, enriching the learning experience.

Lastly, engaging in comprehensive evaluation and reflection allows both instructors and students to glean valuable insights for future growth, enhancing metacognition and fostering continuous improvement. Overall, this research underscores the importance of structured PBL approaches in fostering critical reading skills (Wahyudiati et al., 2022). By immersing students in real-world projects and providing guidance throughout the process, educators can cultivate not only subject knowledge but also essential soft skills (Syahril et al., 2022) such as collaboration (Darmuki et al., 2023), communication, and self-reflection.

CONCLUSION

The results of distributing questionnaires from this research show that students have a positive perception of the application of the PJBL model in critical reading of English through hybrid learning. Of the 34 statements distributed to students, 15 statements were responded to as strongly agree, 17 statements were responded to as agree, and 2 statements were responded with doubt. The highest average score in the strongly agree category was 4.7 and the lowest was 4.5. For the highest agree category 4.3 and the lowest 4.0. For the doubt category the highest was 3.3 and the lowest was 3.2. The six stages of executing the PJBL model include illuminating fundamental inquiries or paramount

challenges, orchestrating project development with strategic finesse, sculpting a meticulous project timeline, vigilantly overseeing project progression, presenting and rigorously evaluating project outcomes, and engaging in comprehensive evaluation and profound introspection. Researchers suggest that educators, especially teachers of reading courses, apply the PjBL model through hybrid learning as a learning method that is student-centered or uses students as learning objects and prioritizes collaborative learning.

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