Implementation and Effectiveness of Project-Based Learning in the Japanese-Indonesian Translation Course

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Abstract

This study aims to describe two primary issues in the following case study: (1) how Project-Based Learning (PjBL) is applied, and (2) whether students can implement "proactive learning," "interactive learning," and "authentic learning" through PjBL. Based on the findings, we also explore an outline and framework for PjBL, specifically in a Japanese Translation course. The study examines the effectiveness and implementation of PjBL by analyzing observations and interviews with students during the project "Translation and Japanese-Indonesian Subtitling for Occupational Safety Training for Indonesian Workers in Japan's Manufacturing Industry."
The results indicate that PjBL was conducted in five steps: (1) connecting to the problem, (2) setting the structure, (3) revisiting the problem, (4) producing the product, and (5) evaluation. We conclude that by following these steps, students effectively implemented "proactive learning," "interactive learning," and "authentic learning.".

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INTRODUCTION

The Indonesian government continues its efforts to improve educational quality, including issuing Presidential Regulation No. 68 of 2022 (Perpres 68 of 2022) on the Revitalization of Vocational Education and Training. This regulation has been a significant advancement for vocational education in Indonesia.

Vocational education is essential in developing a competitive, high-quality workforce. To address the demands of the Fourth Industrial Revolution and ongoing technological disruption, higher education must innovate to equip graduates with skills aligned with labor market needs. This transformation begins in the classroom, notably through a shift toward student-centered learning.

The Directorate of Learning and Student Affairs at the Ministry of Education, Culture, Research, and Technology (KEMENDIKBUDRISTEK), through its *Guidebook for Implementing Student-Centered Learning*, recommends Project-Based Learning (PjBL) as an effective learning model. PjBL provides students with authentic experiences that develop essential problem-solving skills through collaboration and communication—skills that are crucial for graduates to remain competitive in the workforce (Kemendikbudristek, 2023). Supporting this view, research findings (Jollands, Jolly, & Molyneaux, 2012; Wurdinger & Qureshi, 2015) indicate that PjBL prepares graduates to be workforce-ready and fosters critical life skills in students (as cited in Kemendikbudristek, 2023).

Project-Based Learning (PJBL) is a learning approach initiated by **John Dewey**, an American philosopher, in the early 1900s. PJBL focuses on the learners and emphasizes the importance of learning through interaction or direct experiences, where students collaborate and attempt to solve real-world problems. This approach helps learners develop both conceptual understanding and practical skills. According to **Fathurrohman (2016)**, PJBL is a learning model that uses project activities as a learning medium to achieve the competencies of attitude, knowledge, and skills of the learners.

Experiential learning, according to **David Kolb (1984)**, is an effective approach to be applied in PJBL. Kolb's model emphasizes the importance of direct experiences as a part of the learning process. This model is illustrated in four main stages that form the learning cycle (see Figure 1).

1. **Concrete Experience**
   The first stage involves engaging students by providing practical and real experiences.

2. **Observation and Reflection**
   After having the real experience, learners describe their experience through observation, reflection, and discussion.

3. **Formation of Abstract Concepts**
   In this stage, learners connect their experience with broader and more concrete concepts.

4. **Testing Implications of Concepts in New Situations**
   In the final stage, learners apply the concepts they have gained in the previous stage to new situations, usually through the implementation of the project they are working on (**Takeda, 2017**).

5. In the final stage, learners apply the concepts they have gained in the previous stage to new situations, usually through the implementation of the project they are working on (**Takeda, 2017**).

Figure 1 Kolb's Experiential Learning Cycle (1984)
Edited from Takeda (2017)
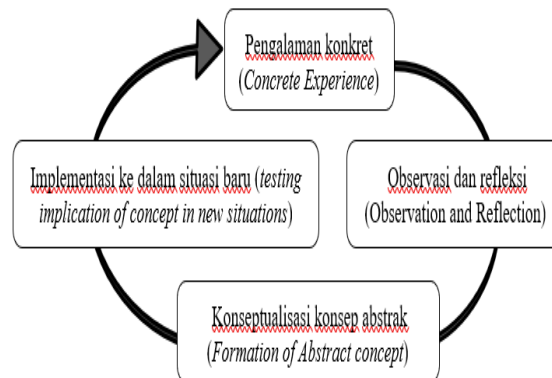
The comparison by Takeda (2017) highlights significant differences between the Project-Based Learning (PJBL) model that applies Kolb's experiential learning cycle and one that does not. By applying Kolb's cycle (1984), learners experience a learning environment that is proactive, interactive, and authentic. Without Kolb's cycle, learners may still experience a proactive and interactive learning environment, but authentic learning, which allows for deep, hands-on learning, cannot be fully realized.

Project-Based Learning in Japanese language education has been widely implemented in various areas, as follows:

Kanji learning: PJBL has improved kanji mastery, and learners strongly agree with its application in kanji learning (Fajriah & Sukmara, 2021).

Grammar (*bunpou*): PJBL has shown significant effects on Japanese grammar competence (Amril et al., 2022) and has contributed to developing 4C skills (critical thinking, communication, collaboration, and creativity) (Handayani, 2023).

Writing (*sakubun*): PJBL received positive responses from learners (Hermawan & Amri, 2022) and helped improve learners' ability to develop ideas and create more structured essays (Adinegoro et al., 2022).

Reading comprehension (dokkai): PJBL increased learners' motivation to read Japanese texts outside the classroom (Kusrini, 2023).

Speaking: PJBL enhanced speaking skills in Japanese and fostered creativity among students (Wijayanti & Septipani, 202). When combined with the STEAM method, PJBL helped learners practice speaking skills, develop creativity, and improve critical thinking, communication skills, and understanding of Japanese learning material (Pugar, 2021).

In more detail, PJBL has also been implemented in Japanese translation courses at the university level. In courses translating written texts from Indonesian into Japanese, the process follows the stages outlined by The George Lucas Foundation and Doppelt: Defining the essential question, Planning and scheduling the project, Monitoring student progress, Assessing outcomes and evaluating the experience. These stages stimulate learners to think critically, solve problems, communicate, collaborate (Arianto, Philiyanti, Isnaini, 2023), and foster enthusiasm for learning and creativity (Izmayanti, 2022).

Vocational education plays a crucial role in addressing the challenges of producing a highly skilled workforce capable of competing and being highly productive. Ichsanul et al. (2023) argue that vocational education must awaken awareness among business and industrial players to take on greater responsibility and should be developed to fill industrial jobs with graduates who possess high skills and knowledge ("high skilled & know-how"). This ensures that these graduates can improve productive processes and enhance product development in the industry.

One learning concept that encourages synergy between educational institutions and industry is Cross-Boundary Learning (CBL). Vygotsky (1978) emphasized the importance of social interaction in learning, which serves as the basis for developing CBL. Koike (1997), through a case study of the On-Job Training (OJT) system in Japanese companies, emphasized the effectiveness of OJT in enhancing workplace learning (Ishimura et al., 2019). Koike divided the OJT process into two stages:

1. Formal stage: An instructor teaches an employee a specific topic systematically.
2. Informal stage: Focuses on advanced skill development, involving a broader and deeper scope. This stage often involves transitioning from simple to more complex tasks or moving assignments into a more specific division.

For instance, during formal OJT, a new employee might learn accounting, while in informal OJT, they could be asked to manage factory costs across different divisions, requiring communication and the acquisition of various other skills. Koike advocated for informal OJT because it involves long-term training and career development.

In Japan, OJT is an essential part of the human resource development system in many companies, focusing not only on technical skills but also on instilling company values, work culture, and professional ethics. Araki (2008) emphasized the importance of CBL as a unified form of workplace learning (Ishiyama, 2019). Moreover, the Japanese government acknowledges that long-term OJT in companies may pose a risk to overall innovation in Japan, prompting them to support horizontal CBL in educational institutions to bridge the gap between academia and industry.

The research team illustrates the role of vocational education, particularly Japanese language vocational training, in Figure 2. Vocational education serves as a pre-employment training ground, offering both education and job training to better prepare students for the workforce. Vocational education institutions must position themselves as not merely Japanese language learning institutions (日本語学習機関; *nihongo gakushuu kikan*) but also as cross-boundary learning preparatory institutions (越境前教育機関; *ekkyoumae kyouiku kikan*). These institutions are tasked with preparing a workforce that is "link and match" with industry needs, including incorporating industrial work into the learning curriculum.

Figure 2. Vocation Education Process
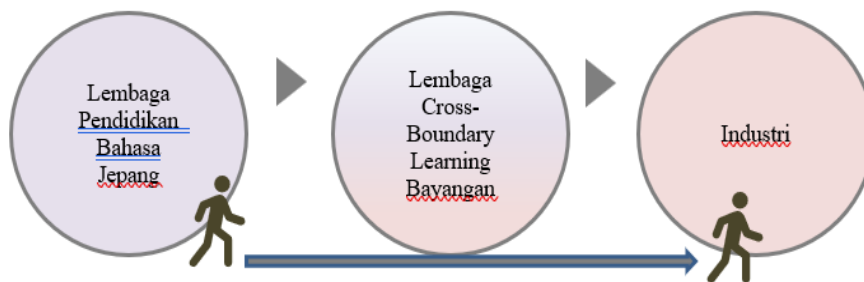
Based on the background outlined, the research problem can be formulated as follows:

1. Understanding the effectiveness of implementing Project Based Learning (PJBL) in a transcription and subtitling project for work safety education tailored to manufacturing trainees in Japan, within the context of a translation practice course.
2. Explaining how to promote (a) proactive learning, (b) interactive learning, and (c) authentic learning through the application of Project Based Learning in the transcription and subtitling project for work safety

education for manufacturing trainees in Japan, as part of a translation practice course.

3. Describing the scheme for implementing Project Based Learning in the transcription and subtitling project for work safety education for manufacturing trainees in Japan, within the translation practice course.

Based on the literature review above, the implementation of Project Based Learning in this research is planned through the following steps, applying Kolb's (1984) learning cycle:

1. **Connecting the problem**

   Students are divided into small groups, and each group works on a real-world project.

2. **Setting the structure**

   Each group receives explanations about their tasks and responsibilities to be carried out in the practice.

3. **Visiting the problem**

   Students in each group make their best effort to identify the problem faced according to their existing knowledge; this involves:

   a. Identifying the problem carefully to find the core issue being addressed.

   b. Identifying ways to solve the problem.

4. **Re-visiting the problem**

   Students in each group seek information from various sources (books, guidelines, and other references) or consult experts accompanying them to gain a better understanding of the problem.

5. **Produce the product**

   Equipped with the information obtained, students collaborate and discuss to understand the problem and find solutions to the issues faced, which are then directly applied.

6. **Evaluation**

   Each group shares their problem-solving experiences with other groups to receive feedback and assessments from their peers (Murniati, 2017).

METHOD

This study employs a descriptive research method with a qualitative approach. The qualitative approach focuses on gaining an in-depth understanding of social phenomena by collecting and analyzing non-numeric data (Creswell, 2018) and is used here to examine the implementation of the Project-Based Learning (PjBL) model in a translation practice course. The descriptive research method, designed to provide a detailed portrayal of specific phenomena or characteristics (Moleong, 2017), is applied to identify both the advantages and disadvantages of implementing the PjBL model, as well as to determine the most suitable PjBL framework for translation practice.

Data collection techniques in this study include: (1) Participatory observation, where the research team directly engages in project activities by observing students throughout the project execution, and (2) Interviews, conducted with six students to explore strengths and weaknesses in applying the Project-Based Learning (PjBL) model. The interviews followed a structured guide, designed to identify specific strengths and challenges encountered in implementing PjBL.

The research proceeded in two main stages:

1. **Planning**, involving (1) obtaining permissions, (2) developing the research framework, and (3) preparing the interview guide.

2. **Implementation**, comprising (1) observation, (2) interviews, (3) data collection, (4) data processing, (5) data analysis, and (6) concluding based on the analysis results.

RESULTS AND DISCUSSION
Description and Flow of Activities

Based on the results of the literature study on the implementation stages of the Project Based Learning (PJBL) model, the activities are divided into five stages: (1) Problem identification; connecting the problem, (2) Designing the work structure; setting up the structure, (3) Periodic self-guidance; visiting and revisiting the problem, (4) Group work and discussions; producing the product, (5) Feedback; evaluation.

First, (1) Problem identification. This activity aims for students to understand the background of the project work, to know the

overview of the project, and to make initial plans and work targets. Students are invited to discuss the number of work accidents occurring among foreign workers in Japan to connect them to the project background and understand the added values obtained from the project work. Next, students are invited to discuss by showing a video that will be worked on in the transcription and subtitling project. In this activity, students analyze the difficulty level of the project work, understand the subtitling needs, and create initial plans and work targets together with the teaching team.

Second, (2) Designing the work structure. This activity aims for students to be able to design a work plan that aligns with the targets set in the first stage. Students are involved in meeting and discussing with relevant industries in this project so that they gain real experience by presenting their work plans and listening to the project needs directly. Following the meeting with the industry, students discuss how to divide the work, create a work diagram, and establish a timeline for completing the project together with the instructors. Figure 3 shows the results of the discussion regarding the division of labor and the work diagram, while Table 1 presents the timeline for the project "Translation and Subtitle Writing from Japanese to Indonesian Related to Special Occupational Safety Training for Indonesian Workers in the Manufacturing Industry in Japan."
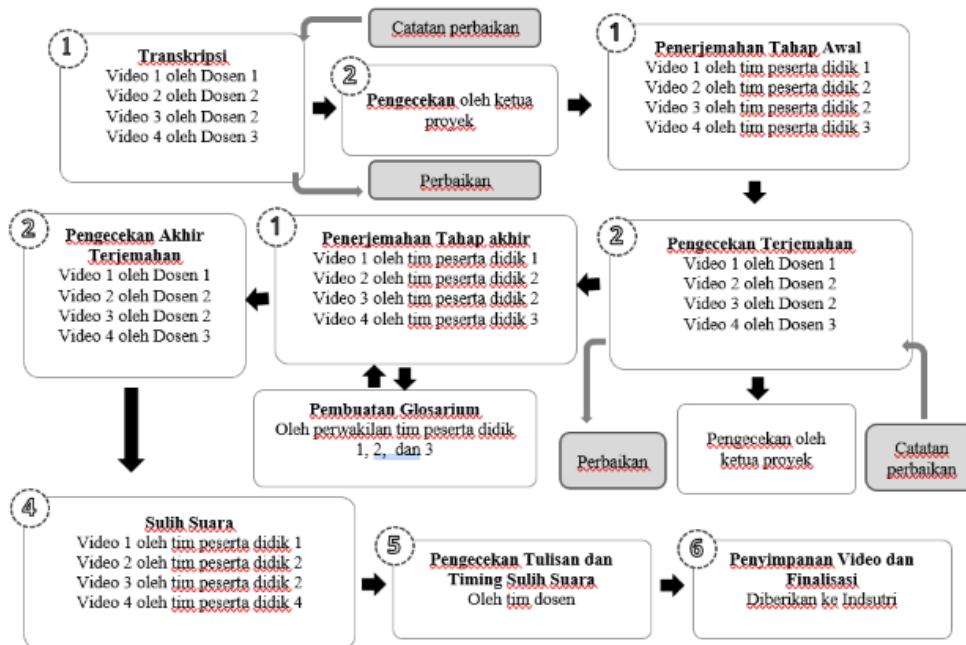

Figure 3. Work Diagram for the Transcription and Voice-over Project 4o mini

Tabel 1 Timeline of Transcription and Transtlation Process

		Bulan Pertama																			
		Maret										April								
		18	19	20	21	22	25	26	27	28	29	1	2	3	4	5	22	23	24	25	26
1	Transkripsi dan penerjemahan dalam kelompok	█	█	█			█	█	█			█	█	█			█	█	█		
2	Pengecekan & perbaikan				█					█					█					█	
3	Bimbingan mandiri berkala					█					█					█					█

		Bulan Kedua																			
				Mei																
		29	30	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24
1	Transkripsi dan penerjemahan dalam kelompok	█	█																		
2	Pengecekan & perbaikan				█																
3	Bimbingan mandiri berkala					█				█						█					
4	Sulih suara (editing video)						█	█	█		█	█	█	█	█						
5	Pengecekan penulisan dan timing sulih suara																█	█			
6	Selesai dan dikirim ke industri																		█		

Third, (3) Periodic self-guidance. This activity aims to provide opportunities for students to identify translation problems they face based on their existing knowledge: (a) carefully identifying the issues to find the core problems they encounter, and (b) identifying ways to resolve those issues.

Fourth, (4) Armed with information obtained from the activities in stage (1) Problem Identification; Connecting the problem, (2) Designing the work structure; setting up the structure, (3) Periodic self-guidance; visiting and revisiting the problem, and the knowledge each possesses, students collaborate and discuss in the execution of the project. Students engage in discussions to understand the issues they face and seek solutions together, applying these solutions while working on the project in groups. In this activity, instructors act as facilitators while students work on the project in groups.

Fifth, (5) This activity is carried out at the end of the project as feedback for the project process conducted over approximately two months. Each group shares their experiences in solving problems with other groups to receive input and evaluations from them. Additionally, as a form of appreciation for successfully completing the project, a communal meal is held during the feedback session, inviting industry representatives.

Implementation of the Project Based Learning (PJBL) Model

The research team's observations regarding the implementation of the PJBL model in this context are considered quite good for activities in the translation practice course in Japanese vocational education. Students are motivated and feel a sense of added value by being involved in a real project. In the first stage, (1) Problem Identification; Connecting the problem involves an explanation from the lead instructor regarding the project goals and the activities the team will undertake. This phase is crucial for motivating students to engage in

learning that connects with the actual work environment.

As a result, students actively participate in considering the steps to take in the project as an effort to address issues related to accident prevention in the press machining sector through the translation of educational videos for prospective Indonesian migrant workers currently working in Japan. The motivation and added value felt by students are evidenced by excerpts from the interviews as follows:

"I'm happy because I feel like I have made a contribution as a learner of the Japanese language. Moreover, I am motivated to continue learning so that I can help others become aware of this (awareness of accident prevention actions)." (**Respondent 3**)

"In my opinion, looking at that problem makes me curious, sensei. How bad is it that we, as Japanese language educators, need to contribute? So, even though I don't know what the situation is like there, I want to know more. That's why, when you invite us to be involved in the project, I become even more eager. So that I know that the Japanese language is very much needed to help prevent foreign workers from having accidents while working." (**Respondent 1**)

Furthermore, the implementation of the PJBL model is considered capable of promoting the development of 21st-century skills, including (a) critical thinking, (2) creativity, (3) collaboration, and (4) communication. Students are required to think critically in order to solve a problem. For example, determining a countermeasure strategy when encountering difficulties such as interpreting the meaning of difficult phrases due to dialect (hougen) or specific technical terms spoken by native Japanese speakers in the video.

"At that time, I didn't know the kanji or the meaning of a sentence, or more precisely, I was still confused and unsure if it was correct or not. While working on it, I used machine translation services for

assistance, and to be more certain, I took the initiative to ask my friend, 'Is this meaning correct?' and I also asked many other questions, like whether it matched the video (the equivalence of meaning based on the situation)." (**Respondent 2**)

"There were some translation results that were too long when inserted into the subtitles (filling the layer and covering the speaker in the video), and we had to choose the right words to translate. Then, for words that were harder to find equivalents for, like 'puresu,' which can be translated as 'press' or 'stamping,' we asked the sensei which one was more appropriate, or which one could be used in the industry. However, for translations that we could still figure out ourselves, we did our own research, like for the word 'jikan,' which we could translate as 'duration' or 'time,' and we had to decide which one was more suitable (which equivalent meaning matched the situation better)." (**Respondent 4**)

Other 21st-century skills that can be enhanced through the PJBL learning model include creativity, communication, and collaboration. For instance, during the video project, the industry evaluated the translated results and requested a significant change by asking for the removal of Japanese subtitles from the edited video. The team decided on the quickest strategy by combining the manpower from all groups, then dividing roles and tasks, starting with retranscribing by removing the Japanese characters and displaying only the Indonesian translation.

Students' creativity made the revision process faster compared to the work done before the improvement was made. The creativity and collaboration of students in dealing with problems are captured in the following interview excerpt:

"For issues like that, at first I was confused about how to solve the problem (the request to remove the Japanese subtitles and furigana). But after discussing it with my friends, since one of

them had experience with Adobe Premiere and Illustrator, we found a solution. Initially, we wrote the Japanese subtitles, furigana, and the Indonesian translation one by one using Adobe Illustrator. However, due to the industry's request to remove the Japanese subtitles and only keep the Indonesian translation, we were initially worried because we had to redo everything from the beginning. Then, the industry asked for one video to be completed first for evaluation. We found the solution by deciding that everyone would finish one video first. The way we did this was by dividing the video into several parts according to the number of groups, then each group worked on their respective sections, and at the end, we combined them back together." (**Respondent 5**)

Then, through the research team's observations during the implementation process from stage (1) to stage (5), it was found that the application of PJBL can develop the personality and character aspects of students. Through activities such as discussing, communicating, and collaborating to solve problems encountered during project completion, several personality traits and characters were developed, including (a) responsibility, (b) curiosity, (c) critical thinking, (d) teamwork, (e) perseverance, and (f) innovation. This statement is supported by the following interview excerpts:

Curiousity

"I conducted research while working on the project. In the project, there were several *kotoba* (vocabulary) that required us to do some research as well, right, sensei? I also sought to find out more about the *kotoba* we translated during the project. So, we learned that at the *genba* (workplace) there are machines like this, which have become one of the causes of the high number of work accidents." (**Respondent 1**)

Responsibility

"When translating, there were many vocabulary words that we did not understand. We realized we weren't at that level yet. At that time, I first discussed with my friends whether my translation was appropriate for the situation described in the video. If our team couldn't solve it, we would discuss it with our sensei. However, sometimes it was difficult to arrange a time to discuss with the sensei because they were also busy. At first, I was hesitant to contact the sensei, but because I was committed to completing the project, I felt a sense of responsibility. So, I tried my best to contact the lecturer intensively because I was worried that if we delayed further, the project wouldn't be finished." (**Respondent 2**)

Cooperation

"I was grouped with someone who had many differences from me, especially in terms of thinking. I felt I was more competent in the subtitling work, while my teammate was more focused on translation. But, my teammate insisted that they were also better at subtitling. So, we had two different opinions. I learned how to work in a team. Normally, I'm more of an individual worker, but in this project, I learned how to appreciate other people's opinions. It turned out that I needed to compromise for the sake of others. I realized that I don't always have to follow my own ego." (**Respondent 3**)

Perseverance

"The workflow has been established, and it turns out that creating subtitles is a very lengthy process. First, we watch the video, then the lecturer transcribes it. After that, we translate the transcription. While translating, we also have to keep watching the video to understand the context. Then, the translation is corrected by the lecturer, and we revise it again while discussing where the mistakes are. After that, it is inserted into the video. When adding it to the video, it also needs to be corrected from the beginning, for example, checking if the subtitles are too long or if the timing needs to be adjusted. We keep working on

it until we get it right by the end." (**Respondent 4**)

Critical thingking

"The most memorable experience was when the industry representatives requested a progress meeting in the middle of our work. Since I represented the team, I participated in the meeting. I was shocked and confused because the Japanese side suddenly wanted to see an example of one of the videos we had worked on. Initially, each group was working on separate videos. Due to this request from the Japanese side, I took the initiative to ask the lecturer to gather all members and discuss how to resolve the issue. In the end, we concluded that everyone should focus on working on one video by splitting it into several parts and working on it in parallel. Then, at the end, we combined the video back into one. At that moment, we realized that this method was actually more effective, and we applied the same approach to the other videos as well." (**Respondent 5**)

Innovative

"The initial request for subtitles included Japanese, furigana, and Indonesian translation. Since Adobe Premiere does not have a feature to combine all three, we created the subtitles in image form using Adobe Illustrator. Additionally, because there were thousands of subtitles, we created a naming code for the subtitles and their timing in the video to make it easier.

However, midway through the project, there was a change in the request from the Japanese side to retain only the Indonesian translation. If we continued using the first method, which involved creating images one by one with Adobe Illustrator, it would take a long time again. Therefore, we used the direct feature in Adobe Premiere because we had the Excel data from the translation, adding the coding and timing that had already been created earlier." (**Respondent 6**)

Effectiveness of the Project-Based Learning (PJBL) Model

We conducted observations in three aspects of the learning situation: (a) proactive learning, (b) interactive learning, and (c) authentic learning. The observations were conducted by analyzing the cycle of experiential learning by David Kolb (1984), which includes (1) the stage of concrete experience, (2) the stage of reflection, (3) the stage of conceptualization, and (4) the stage of implementation through recordings of student discussions. The results of the recordings of student discussions are summarized as follows:

(1) Stage of Concrete Experience

Student 5:

"From the meeting with the industry earlier, we can summarize…

Any additions?"

Student 4:

"No, senpai..."

Student 3:

"Okay, let's just discuss it. The industry wants it in 2 months. I think we need to outline our workflow and timeline first. Any ideas?"

...(discussion cut off)…

Student 1:

"I checked the video yesterday. It's really hard to transcribe. The Japanese level and the speed is very high..."

Student 6: "How about asking sensei for help?"

...(discussion cut)...

Student 2:

"I'll just follow the senpais."

(1) Reflection Stage

Student 3:

"We've started analyzing together with sensei, looking at the level of difficulty and how to make sure we hit the target."

Student 5:

"Exactly, sensei. I think there are a few things we need to discuss with you."

...(discussion cut)...

Student 1:
"For instance, there are some terms I've tried to look up but I can't find their Indonesian equivalents. What should we do about that, sensei?"
...(discussion cut)...

Student 4:
"Can we really finish this in 2 months?..."
...(discussion cut)...

Student 2:
"Yeah, especially with fasting and then the Eid break..."
...(discussion cut)...

Student 6:
"If the translation is done, we can catch up with making the subtitle images using Adobe Illustrator. But it depends on the translation... (cut) Can we do it?" (points at Student 1)
Student 1:
"I'm confused too... (cut) But let's just give it a try!"
...(discussion cut)...

Student 3:
"Alright, let's draft the framework first, and then we can discuss it with sensei."

(2) Conceptualization Stage
Student 5:
"Sensei, so this is the result of our discussion with the team." (Shows a diagram and timeline while explaining.)
Student 3:
"We divided the groups according to the number and volume of the videos, sensei. And we paired semester 2 students with semester 4 students."
...(discussion cut)...

Student 6:
"Each group has a semester 4 student who has already learned Adobe in the Advanced Office Computer Applications course, sensei."
...(discussion cut)...

Student 4:
"I also learned from Senpai X (Student 5) about Adobe Illustrator and Adobe Premiere the other day, Sensei. And I've already requested access to continue learning at home."
...(discussion cut)...

Student 2:
"I'll be working on the glossary later, Sensei, as suggested by Senpai Y (Student 1)."
Student 1:
"That's right, Sensei. Yesterday, I reviewed some of the transcripts, and it seems like there are a lot of difficult words. I think we need to standardize the vocabulary usage."

(3) Implementation Stage
Group 1
Student 2:
"Senpai, the Japanese side asked for our video to be sent to them first. What should we do?"
...(discussion cut)...

Student 1:
"Let's discuss this with the other group as well."
...(discussion cut)...

Student 1:
"I've translated quite a bit, but it looks like there's still a lot that's not finished yet."

Group 2
Student 3:
"I think we should split the translation. I'll do up to a certain minute, and you can do the rest."
...(discussion cut)...

Student 3:
"But this doesn't seem efficient. You're waiting too long for me to finish."

Student 6:
"Yeah, and we have to create each image in Adobe Illustrator one by one."
...(discussion cut)...

Student 3:
"Let's use the method that Sensei suggested earlier. We'll alternate the work based on the code, like odd and even."

Group 3
Student 4:
"Senpai, the cutting process terms are in English, like cutting, blanking, punching, cutoff, parting, trimming, shaving, double seaming. Should we add the Indonesian translations?"
Student 5:
"Yeah, I think we should. During the discussion with Sensei, they said that as translators, we also need to consider the target language's understanding."
...(discussion cut)...

Student 4:
"Oh right, Senpai. I remember we learned about translation ideology in class, something about localization and source-language orientation."
...(discussion cut)...

Based on the analysis of the observed learning activities, the following points can be identified. First, the students became aware of their respective strengths and weaknesses and played their roles according to their strengths. For example, the sentence, "Let's just get straight to discussing. The industry expects it to be done in two months. We should probably first set up a workflow and timeline. Any ideas?" (student 3), shows the role of the leader in this project. Then, the sense of responsibility is evident in the student who was formally appointed as the team representative and consistently acted as the discussion facilitator, as seen in the sentence, "Sensei, this is the result of our discussion with the group" (student 5).

Additionally, an awareness of their strengths can be observed from the sentence, "Yesterday, I tried watching the video. It's really hard to transcribe. The level is really high…" (student 1), who acknowledged their confidence in their Japanese language ability. From this observation, it can be concluded that proactive learning can be realized through the application of the PBL model with an experiential learning approach.

Second, students played an active role in every discussion, even in discussions where they felt less capable than other members. This can be seen in the opinions of students 2 and 4, who are second-semester students. "I was also taught by senpai X (student 5) about Adobe Illustrator and Adobe Premiere, Sensei, yesterday. I also asked for access to continue learning it at home" (student 4). "Senpai, we were asked to send this video to the Japanese side. How should we do that?" (student 2). By applying the PBL model with an experiential learning approach, students not only learn academic content but are also encouraged to develop skills in critical thinking, problem-solving, and teamwork, which engage them actively in dialogic interactions with other students.

Third, students can apply the concepts/knowledge they have acquired into new situations when solving problems during project work. This is evident in the discussion between students 4 and 5 (see section 3.3 (4) Implementation Stage of Group 3). Students gain a deeper understanding of the material learned in class by applying it to more real-world contexts. The implementation of abstract knowledge into concrete actions through project work can be understood as the realization of authentic learning.

DISCUSSION

Based on the research results, we conclude that the implementation of Project Based Learning (PBL) with an experiential learning approach is able to promote the following three aspects:

Increase in student motivation
Overall, this research shows that Project Based

Learning has a significantly positive impact on student motivation. This can be observed from the following aspects: (a) active student engagement, (b) a sense of ownership, (c) the development of collaborative skills, (d) solving contextual problems, (e) receiving direct constructive feedback from the project (user), (f) the role of lecturers as facilitators, and (g) satisfaction from achievement, (h) PBL creates a more engaging and motivating learning environment.

This aligns with Blumenfeld's (1991) view that in PBL, students do not passively receive information but are directly involved in the learning process through challenging projects relevant to real life. This active involvement stimulates curiosity and increases the desire to learn more deeply.

Promoting 21st Century Skills
(a) Critical Thinking and Problem Solving
This translation project requires in-depth analysis, starting from gathering information related to workplace safety in the pressing field and applying various strategies to meet work targets and solve problems. This process develops critical thinking and problem-solving skills related to accident prevention because students must evaluate information, make evidence-based decisions, and solve complex problems. This aligns with Bell, S. (2010), who argued that PBL encourages students to face and solve real-world problems.

(b)   Collaboration
As Thomas, J. W. (2000) stated, PBL often involves group work, requiring students to collaborate. In this translation project, collaboration was evident in task division during the initial project phase, effective communication, and the ability to work in teams. Through PBL, students learn to appreciate different perspectives and work together to achieve common goals, which is a vital skill in the modern workforce.

(c) Communication
PBL requires students to effectively communicate their ideas and findings, both verbally and in writing, as described by Krajcik, J. S., & Blumenfeld, P. C. (2006). During the translation and video editing process, each afternoon, students presented their work progress and challenges, wrote reports, and communicated with other team members.

(d)   **Creativity and Innovation**
PBL allows students to think creatively and innovatively. Larmer, J., & Mergendoller, J. R. (2010) state that this translation project enabled students to explore various approaches and solutions, encouraging them to think outside the box. Creativity is needed to find new solutions and innovate in different situations.

Personality and Character Development
Project-Based Learning (PBL) not only helps develop students' academic skills but also shapes their personality and character. By increasing responsibility, teamwork ability, independence, resilience, and work ethics, PBL helps students become better individuals, more prepared to face future challenges. Therefore, incorporating PBL into the curriculum is highly recommended to holistically develop students' personalities and characters. This aligns with Larmer, J., Mergendoller, J. R., & Boss, S. (2015), who stated that in PBL, students often face situations where they must demonstrate work ethics and integrity. For example, they must properly cite sources, work fairly in teams, and take responsibility for their contributions. This helps instill strong values of integrity and work ethics.

Furthermore, the application of the four cycles: (1) concrete experience stage, (2) reflection stage, (3) conceptualization stage, and (4) implementation stage in David Kolb's (1984) experiential learning plays a crucial role in realizing active, interactive, and authentic learning. These three learning situations can be described as follows:

1.   **Proactive Learning**
(a) **Development of Critical Thinking Skills**
In proactive learning, students are encouraged to think critically and analytically. They must identify problems, evaluate various solutions, and make decisions based on evidence they find. Facione, P. A. (2011). This process not only enhances critical thinking skills but also helps students become independent thinkers capable of solving complex problems.

(b) Increasing Motivation and Engagement

Proactive learning increases students' motivation and engagement. When students have greater control over their own learning, they tend to feel more motivated and excited to learn. This contrasts with passive learning, where students often feel bored and less interested due to the lack of active participation. Deci, E. L., & Ryan, R. M. (2000).

(c) Encouraging Students to Understand the Material

Proactive learning encourages students to understand the material in-depth rather than just memorizing facts. Through active engagement, discussions, and exploration, students can develop a deeper understanding of the subject matter. This helps them connect new knowledge with existing knowledge and apply concepts in real-life situations. Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000).

(d) Development of Social and Collaborative Skills

Proactive learning often involves group work and collaboration with peers. This helps students develop important social and collaborative skills, such as communication, cooperation, and the ability to work in teams. These skills are highly valuable in a connected and collaborative working world. Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991).

(e) Increasing Confidence and Independence

When students are proactively involved in their learning, they develop greater confidence and independence. They learn to rely on themselves in seeking information, completing tasks, and solving problems. This is not only beneficial in academic contexts but also in their daily lives and future careers. Zimmerman, B. J. (2002).

This proactive learning has many significant benefits in the context of modern education. By encouraging students to actively engage, think critically, and collaborate with others, proactive learning helps develop the essential skills for academic and professional success. Therefore, it is important for educators to create a learning environment that supports and encourages active student participation.

2. Interactive Learning

Interactive learning is an educational approach that involves active interaction between students, teachers, other students, and learning materials. Its goal is to create a dynamic and collaborative learning environment where students are actively engaged in the learning and teaching process.

(a) Increasing Student Engagement

Interactive learning encourages students to actively participate in learning activities. The interaction that occurs through group discussions, question and answer sessions, and collaborative activities makes students more engaged and interested in the material being studied. This engagement is essential for increasing motivation and interest in learning.

(b) Developing Communication Skills

In interactive learning, students often have to communicate with their peers and teachers. This helps develop essential oral and written communication skills. This aligns with the view of Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994), that in this cooperative learning model, students learn to convey their ideas clearly, listen to others' opinions, and provide constructive feedback.

(c) Improving Understanding and Retention

Active interaction between students and learning materials can improve understanding and retention of information. By participating in discussions, practical activities, and problem-solving, students are more likely to deeply understand concepts and retain information for longer. In this project, some stamping terms were well remembered by all students involved in the project.

(d) Encouraging Critical and Creative Thinking

Interactive learning encourages students to engage in activities that challenge them to think critically and creatively. For example, case studies, debates, and collaborative projects require analysis, evaluation, and the application of knowledge in new situations. Bonwell, C. C., & Eison, J. A. (1991) noted that these activities, implemented during the project, help develop critical and creative thinking skills, which are essential in the 21st century.

(e) Helping Develop Social Skills

From the implementation of this translation project, interactive learning has shown many important benefits in the context of modern education. By increasing student engagement, developing communication skills, enhancing understanding and retention, fostering critical and creative thinking, and helping develop social skills, this approach creates a more effective and enjoyable learning environment. Interactive learning promotes social interaction among students. Through group and collaborative activities, students learn to work together, appreciate differences, and build positive relationships with others. These social skills are crucial for success in the workplace and industry.

Authentic Learning

(a) Increasing Relevance and Motivation

Authentic learning increases the relevance of the subject matter by connecting it directly to students' real lives. When students see how the knowledge and skills they are learning can be applied in real-world contexts, they tend to feel more motivated and engaged in the learning process.

"I feel motivated because the video we worked on can benefit many PMI (Indonesian Migrant Workers) in Japan in preventing work accidents."

Respondent 7

"Working in a team, I didn't feel alone in completing the project."

Respondent 2

Based on the sample data above, PJBL (Project-Based Learning) through the translation project implemented has increased student motivation. This aligns with Herrington, J., Reeves, T. C., & Oliver, R. (2010) as the project was relevant to workplace needs. Students felt that the work they did had a positive impact, thus increasing their motivation in the translation project.

(b) Developing Practical Skills

The authentic approach encourages students to develop practical skills useful beyond the academic environment. For example, problem-based projects, case studies, and simulations allow students to hone skills such as problem-solving, critical analysis, and decision-making that are relevant to real-world situations. Authentic learning emphasizes the importance of context in learning. The subject matter is presented in an integrated and meaningful context, allowing students to see the connections between various concepts and their applications in real life. This helps improve deeper understanding and retention of information.

(c) Collaboration and Social Interaction

Authentic learning often involves collaboration and social interaction among students. Through group projects and collaborative tasks, students learn to work together, share ideas, and develop interpersonal communication skills. This not only enriches the learning experience but also helps in the development of essential social skills.

(d) Performance-Based Evaluation

In authentic learning, evaluation is often carried out through performance-based tasks that assess students' ability to apply knowledge and skills in real-world contexts. This may include presentations, projects, or portfolios that demonstrate the understanding and application of the material learned. However, in this study, the evaluation of the Project-Based Learning model with an experiential learning approach was felt to be insufficient in measuring the achievement and improvement experienced by the students.

CONCLUSION

The results of this study indicate that implementing the Project-Based Learning (PjBL) model with an experiential learning approach offers several valuable benefits. First, it enhances student motivation by directly involving them in real-life projects, which gives them a sense of added value and responsibility in completing their tasks. This increased motivation contributes to a more engaging and committed learning experience. Additionally, PjBL promotes the development of essential skills, including critical thinking, problem-solving, creativity, collaboration, and communication. These skills

are crucial for students to effectively interact with their environment and apply their knowledge in both life and the workplace.

Moreover, PjBL supports holistic personality and character development, preparing students to face real-world challenges. The use of Kolb's (1984) experiential learning cycle—comprising the stages of concrete experience, reflection, conceptualization, and application—further facilitates active, interactive, and authentic learning experiences. Authentic learning is achieved as students explore, discuss, and develop concepts enthusiastically within real-world project contexts. This approach encourages students to connect their prior knowledge with new insights gained through meaningful problem-solving activities, rather than through rote memorization in abstract settings.

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