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# A NEEDS ANALYSIS FOR DEVELOPING THE PROJECT-TASK BASED LEARNING (PROTABING) MODEL IN INDONESIAN LANGUAGE INSTRUCTION

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**Abstract**
This study aims to analyze the need for developing a Project-Task Based Learning (PROTABING) poetry learning model in senior high schools to address the challenges of Indonesian language learning. Using a descriptive qualitative approach with a focus on needs analysis, this study involved 71 tenth-grade students and two Indonesian language teachers in Bukittinggi selected through purposive sampling. Data were collected through questionnaires, semi-structured interviews, and document analysis of learning tools using a checklist. The study findings revealed specific student barriers, including difficulty interpreting metaphorical meanings (88%), confusion in the use of figurative language (90.5%), and low self-confidence in oral appreciation (89%). Meanwhile, the analysis of the tools showed that although the teaching module had met administrative standards, the available evaluation instruments were not yet able to authentically measure higher-order thinking skills (HOTS). On the other hand, the majority of students' learning motivation was in the moderate category (67%), indicating the need for a more challenging learning model. These results confirm the urgent need for a PROTABING model that can systematically bridge tasks with projects. The implications of this research emphasize that reforms in Indonesian language learning models must integrate differentiation aspects to accommodate diverse student characteristics. Further research is needed to determine the validity, practicality, and effectiveness of the PROTABING model, both on a limited and broader scale.

**Keywords**
Need Analysis, Poetry Learning, Project based Learning, Task based Learning, Indonesia Language



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## INTRODUCTION

The current implementation of the Indonesian Curriculum marks a milestone in educational transformation, focusing on improving literacy through more flexible learning. This curriculum places particular emphasis on the integration of digital technology and the development of language skills, encompassing affective, cognitive, and psychomotor aspects in a balanced manner. Through this framework, educators are given complete freedom to adapt learning materials and methods to suit the unique needs and characteristics of students in the classroom. The ultimate goal is to ensure that every graduate possesses relevant language competencies to face the challenges of the rapidly evolving flow of information in the global era. This pedagogical freedom is expected to create a more meaningful learning ecosystem that is no longer trapped by mere administrative burdens. However, despite its enormous potential to transform national education, implementation in the field still faces various complex, systemic obstacles. Therefore, in-depth identification of theoretical and empirical issues is essential as a foundation for the development of innovative learning models such as Project-Task Based Learning (PROTABING). This effort is crucial to ensuring that the curriculum's grand vision can be translated into effective and impactful classroom practices.

Historically, the concepts of task-based and project-based learning have undergone a long evolution in global language education discourse to address real-world communication challenges (Ferecbeyli, 2025). In the 1980s, Task-Based Learning (TBL) emerged as a critique of conventional methods, focusing on completing meaningful communicative tasks for learners (Li, 2023). Over time, from the 1990s to the early 2000s, Project-Based Learning (PjBL) began to be widely adopted in language education to provide a more holistic and product-oriented learning experience (Mohamad & Tamer, 2021). Entering the digital era in the 2010s, these two models began to be contextualized with media literacy and online collaboration to meet the demands of the modern information society. In Indonesia, formal adaptations of these two models began to be seen in the 2013 Curriculum, but their integration into language learning was often partial and unstructured. This chronological development demonstrates a paradigm shift from merely mastering language structures to mastering functional communicative competencies in society. However, literature synthesis that specifically combines the tactical strengths of TBL with the strategic strengths of PjBL in the Indonesian context is still very rare.

However, empirically, the implementation of innovative PjBL and TBL models in Indonesian language learning in schools currently still shows significant limitations. Although both models have proven effective in improving student competency internationally (Reyes, 2024; Supe & Kaupuzs, 2015), many schools in Indonesia have not been able to adopt them optimally and comprehensively. Field evidence indicates that Indonesian language instruction often remains stuck in outdated patterns that separate grammar teaching from vocabulary development. Learning tends to be mechanistic without integrating real-life projects or practical communication-based assignments relevant to students' daily lives (Sholeh, 2020). The absence of real-world contexts in the classroom makes it difficult for students to connect the subject matter to their communication needs outside the school environment (Putri et al., 2026). This phenomenon indicates a clear gap in the implementation of more holistic and applicable learning models in the linguistic sphere. This lack of method variation results in Indonesian language learning losing its communicative essence and becoming less engaging for the current generation of students.

The second empirical problem is closely related to students' low mastery of 21st-century skills in the context of Indonesian language learning. Many students have been found to be unable to optimize the critical thinking, creativity, collaboration, and effective communication skills that are the foundation of modern learning. This situation stems from the lack of learning approaches specifically designed to hone these essential skills in a language context. Learning models that integrate long-term projects with daily practical assignments are still rare in our schooling (Reigeluth & Karnopp, 2013). Yet, such integration is crucial for encouraging students to hone their language skills. Without stimulation through challenging assignments, students' language potential will never develop to the maximum level necessary to compete in the workplace. This underscores the urgent need for a model that can bridge technical language skills with modern life skills. Without model innovation, students will continue to lag behind in global competencies that demand high adaptability.

The difficulties educators face in adapting to their new role as facilitators constitute a third empirical issue that is equally important to highlight. Theoretically, teachers are expected to be able to guide students in task-based and project-based learning, but in reality, many teachers still experience

technical challenges. They often struggle to guide students through projects that require collaborative skills and higher-order thinking simultaneously. These limitations are often rooted in a lack of understanding of how to connect theory to concrete classroom practice (Riyanti et al., 2017). As a result, teachers tend to revert to conventional lecture methods, feeling safer and more in control than managing the dynamics of complex projects. Furthermore, the lack of training in task-based approaches makes the facilitation process ineffective and tends to confuse students. Therefore, the curriculum's vision of creating student-centered learning is often hampered by the readiness of human resources. This problem requires a learning model solution with clear syntax that is easy to implement by teachers of all experience levels.

From a theoretical perspective, the identified issues indicate that the integration of PjBL and TBL in the Indonesian language context has rarely been explored in depth. Current educational literature generally examines the effectiveness of PjBL and TBL separately without considering the potential synergy when combined (Ilan et al., 2025). Although both models are effective in learning, there is no robust theoretical framework for integrating them. This creates a theoretical gap regarding the synchronization of models that can support language acquisition across multiple language skills. Although educational theory emphasizes the importance of 21st-century skills, their implementation in language learning models is often overlooked or considered secondary (Reigeluth & Karnopp, 2013). Language should not be viewed merely as a passive communication tool, but as an active vehicle for developing critical and creative thinking across various social contexts. The limitations of existing theories present a significant challenge in building a learning foundation that optimizes practical skills for student success. A new theoretical synthesis is needed that can fill the gap between functional micro-tasks and more complex macro-projects.

As a solution to these challenges, this study proposes the development of the Project-Task Based Learning (PROTABING) Model. The PROTABING model is designed to bridge the theoretical and empirical gap by integrating the best elements of PjBL and TBL into a coherent whole. Through this model, students are provided with a more comprehensive learning experience where practical tasks serve as stepping stones towards the completion of larger projects. This integration enables the holistic development of language skills, from technical mastery to communication skills in real-life situations. PROTABING also provides a clear framework for teachers to act as facilitators so that difficulties in designing learning can be overcome. This model not only strengthens language proficiency but also automatically fosters higher-order thinking skills. The presence of PROTABING is expected to significantly improve the quality of Indonesian language learning and address the need for an applicable model in education. With its systematic structure, this model is projected to be an alternative that teachers can use in Indonesian language learning.

Based on the explanation above, this study aims to analyze the need for developing the PROTABING model as an innovative solution in Indonesian language learning. The urgency of this research is driven by the empirical and theoretical gaps in which current learning models are still partial in integrating language skills holistically. Furthermore, the limited guidance for teachers in acting as effective facilitators in learning based on the demands of the latest curriculum is the main background for this research. The novelty of this research lies in the integrative synthesis of PjBL and TBL into a systematic framework that has not been widely explored. Through this approach, it is hoped that a learning experience can be created that can optimize students' thinking skills through language skills. The results of this study are expected to make a real contribution to the development of an Indonesian language curriculum that is more responsive to needs. Ultimately, this study seeks to provide a strong scientific foundation for the implementation of PROTABING at various levels of formal education. This needs analysis will be a vital first step in ensuring the effectiveness of the developed learning model.

## RESEARCH METHODS

This study uses a descriptive qualitative approach focused on needs analysis for the development of the Project Task-Based Learning (PROTABING) model. The choice of the descriptive qualitative paradigm is based on the research objective to describe in depth the characteristics of students and the constraints faced by teachers in poetry learning without conducting experimental interventions. The use of questionnaires in this study remains within the qualitative corridor because the resulting numerical data is only used to support the description (supplementary data), not to test

statistical hypotheses. Through this approach, researchers can explore the actual conditions in the field and what the research subjects actually need. The research subjects were determined using purposive sampling techniques with specific criteria. The first criterion was the selection of schools, namely SMA Negeri 3 and 4 Bukittinggi, which have implemented the Independent Curriculum. A total of 71 10th-grade students were selected because they are in a transitional phase requiring rapid adaptation to diverse learning methods. Meanwhile, two Indonesian language teachers were selected based on the criteria of having worked for more than five years and experience in designing independent teaching modules. The researcher excluded classes or teachers who were not actively involved to maintain the purity of the needs analysis data. Through these clear criteria, the data obtained is expected to represent the real challenges in poetry learning in schools.

The research instruments used included a needs analysis questionnaire, a semi-structured interview guide, and a checklist. The questionnaire consisted of 20 statements with a four-point Likert scale to avoid the tendency for neutral responses from students. Before use, the questionnaire instrument underwent a content validation process by two language education experts to ensure the readability and relevance of the questions. The instrument was also piloted on a small group of students outside the research subjects to detect any ambiguity in the statement sentences. The validity of the qualitative data in this study was maintained through source triangulation techniques, namely by comparing student questionnaire data, teacher interview results, and field facts. Documentation in the form of previously used teaching modules was also analyzed to determine the extent to which project elements and assignments had been integrated. This ensured that the instrument used was able to capture accurate data regarding the needs of the PROTABING model development.

Data analysis was conducted thematically through the stages of data reduction, data presentation, and conclusion drawing according to the Miles and Huberman (2014) model. All qualitative data from interviews were manually coded to identify patterns or central themes related to the difficulties of learning poetry. Microsoft Excel was used not as a complex statistical computation tool, but rather as a data organization tool (data display) to systematically categorize transcripts and questionnaire responses. The use of spreadsheets made it easier for researchers to map the frequency of student response tendencies, which were then described narratively. With the help of this tool, researchers were able to conduct open coding and group interview excerpts based on emerging needs analysis themes. This process ensured that even though the data was processed descriptively, the analysis results remained easily verifiable so that the findings could be clearly concluded.

## RESULTS AND DISCUSSION

### Results

The research was conducted to map the development needs of the Project-Task Based Learning (PROTABING) model through four main pillars: teacher interviews, student interviews, student characteristics analysis, curriculum analysis, and poetry learning material analysis. All data presented in this study are derived from field findings. The explanation of the research results is outlined as follows.

### Teacher and Students Needs Analysis

In-depth interviews were conducted with Ms. Nila Amita, S.Pd. (SMAN 3 Bukittinggi) and Ms. Ismatul Khairiyah, M.Pd. (SMAN 4 Bukittinggi) to obtain a factual overview of the implementation of the Independent Curriculum. A summary of the interview results is presented in Table 1.

**Table 1. Summary of Interview Findings with Indonesian Language Teachers**

| No. | Aspect | Key Finding |
|---|---|---|
| 1. | Implementation of Merdeka Curriculum | The curriculum has been in use since 2022; adjustments have been made to teaching strategies. |
| 2. | Comparison with 2013 Curriculum | The first teacher appreciated the flexibility of the Merdeka Curriculum, while the second teacher considered the 2013 Curriculum more systematic. |
| 3. | Strengths of Merdeka Curriculum | Promotes independence and flexibility; main challenges include time constraints and teacher preparedness. |

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|---|---|---|
| 4. | Indonesian Language Instruction | The Merdeka Curriculum is considered more concise and provides space for creativity in lesson design. |
| 5. | Learning Modules | Both teachers have developed contextual modules aligned with the Merdeka Curriculum. |
| 6. | Instructional Models | Problem-Based Learning and Project-Based Learning are the primary approaches used. |
| 7. | Learning Resources | A variety of resources are utilized, including books, videos, audio materials, and online content. |
| 8. | Instructional Media | Digital media such as Canva, Live-Worksheet, Quizizz, Kahoot, and YouTube are actively employed. |
| 9. | Assessment Methods | A combination of diagnostic, formative, summative, and performance assessments is implemented. |
| 10. | Interest in PROTABING Model | There is a high level of enthusiasm for using the PROTABING model to enhance students' skills. |
| 11. | Expectations of PROTABING Model | The model is expected to be practical, applicable, and aligned with contemporary developments. |
| 12. | Reaction Principle | The PROTABING model is anticipated to facilitate student feedback and active interaction. |
| 13. | Impact of Instructional Models | Positive effects have been noted, although student engagement remains a challenge. |

Interviews revealed that while the curriculum provides freedom, teachers often find themselves caught in a dilemma between completing the material and guiding students' projects. Nila Amita stated, "We've been greatly helped by the flexibility of the Independent Curriculum, but the challenge is how to create projects that aren't just 'finished products,' but that students truly understand the language process from start to finish." Echoing this sentiment, Ismatul Khairiyah emphasized the importance of a practical model to address time constraints. "Our biggest challenge is time. We need a framework that allows us to guide students step by step, so that projects don't pile up at the end of the semester." Additional survey data conducted on teachers using a questionnaire instrument regarding obstacles to poetry learning showed the results described in Table 2 below.

**Table 2. Teacher Obstacles in Poetry Learning**

| No. | Indicators | Percentage | Category |
|---|---|---|---|
| 1. | Understanding implicit meanings and symbols in poetry. | 75% | High |
| 2. | Interpreting poetry comprehensively. | 88% | Very High |
| 3. | Analyzing language style (figures of speech). | 63% | Moderate |
| 4. | The need for more systematic project guidance. | 88% | Very High |

Interviews with nine student representatives (RGA, MNFA, HPP, RA, MAJ, PN, ZN, DS, and ANH) revealed that the main obstacles in language learning were a lack of confidence when speaking and confusion when faced with difficult poetic diction. An RGA student stated, "Sometimes I know the meaning of the poem in my head, but it's really hard to put it into words during presentations or when I have to rewrite it." Another student (MAJ) added that they prefer group work, but are often hampered by unfair assignments, "When it comes to group projects, sometimes only one or two people work. We want clear, independent assignments before they are combined into one big project." To validate the interview findings, a needs analysis questionnaire was distributed to 71 students. The results of the student needs analysis are presented in Table 3 below.

**Table 3. Students' Needs in Poetry Learning**

| No. | Indicators | Percentage | Category |
|---|---|---|---|
| 1. | Difficulty using figurative language in writing poetry. | 91% | Very High |
| 2. | Needs a more structured (step-by-step) learning strategy. | 87% | Very High |
| 3. | Lacks confidence in oral interpretation/reading of poetry. | 89% | Very High |
| 4. | Needs teacher assistance in analyzing physical/inner structure. | 88% | Very High |
| 5. | Wants poetry material to be linked to songs, films, or popular media. | 88% | Very High |
| 6. | Wants the freedom to choose their own poetry themes. | 89% | Very High |

The data in Table 3 shows that students really need a learning model that not only tells them to create projects (such as an anthology), but also provides technical guidance (scaffolding) on difficult parts such as the use of figures of speech and analysis of meaning.

**Student Characteristics Analysis**

A learning style analysis was conducted to ensure that the developed PROTABING model has a diversity of inclusive activities. Based on the completion of the learning style questionnaire at SMAN 3 and SMAN 4 Bukittinggi, it was found that students have varied preferences but tend to be dominated by the auditory type. Data shows that at SMAN 4 Bukittinggi, almost half of students (49%) rely heavily on hearing to absorb information, while at SMAN 3 Bukittinggi the distribution is relatively more even. However, the visual and kinesthetic groups still have a significant proportion, namely above 20% each in both schools. This indicates that the use of a single mode in poetry learning will ignore the needs of most other students. Therefore, this data serves as the main basis that the PROTABING model must integrate multisensory elements. Details of the distribution of student learning styles are presented systematically in Table 4 below.

**Table 4. Distribution of Student Learning Styles**

| No. | School | Learning Style | Frequency | Percentage |
|---|---|---|---|---|
| 1. | SMAN 3 Bukittinggi | Visual | 12 | 33% |
| | | Auditory | 13 | 36% |
| | | Kinesthetic | 11 | 31% |
| 2. | SMAN 4 Bukittinggi | Visual | 7 | 20% |
| | | Auditory | 17 | 49% |
| | | Kinesthetic | 11 | 31% |

In addition to learning styles, motivation levels are crucial indicators in the needs analysis phase for diagnosing student learning readiness. Data collected through motivation questionnaires indicate that the majority of students in both schools fall into the "Medium" motivation category, with identical percentages at 67%. This finding is quite alarming because it indicates that students' learning potential has not been maximally activated under the current learning system. At SMAN 3 Bukittinggi, 11% of students are still recorded as having low motivation, while at SMAN 4 Bukittinggi, the figure is slightly lower at 6%. Conversely, the number of students with high motivation has not yet reached a third of the total population in both schools. This condition emphasizes that routine and monotonous learning models are no longer adequate to stimulate their enthusiasm for learning. Further explanation can be seen in table 5 below.

**Table 5. Students' Level of Learning Motivation**

| No. | School | Level of Motivation | Frequency | Percentage |
|---|---|---|---|---|
| 1. | SMAN 3 Bukittinggi | High | 8 | 22% |
| | | Moderate | 24 | 67% |
| | | Low | 4 | 11% |
| 2. | SMAN 4 Bukittinggi | High | 9 | 27% |
| | | Moderate | 24 | 67% |
| | | Low | 2 | 6% |

**Curriculum Analysis**

This curriculum analysis aims to evaluate the Indonesian language teaching modules used by teachers at the research site, specifically in teaching poetry texts. The main objective is to assess the extent to which the module components align with the principles of the Independent Curriculum, which emphasizes student-centered learning, character development, and mastery of 21st-century skills. The evaluation was conducted on two teaching modules from SMAN 3 Bukittinggi and SMAN 4 Bukittinggi using indicators such as completeness of module identity, clarity of learning outcomes (Capaian Belajar or CP), learning objectives, assessment indicators, selection of learning models and approaches, and integration of students' social-emotional elements and character development. Curriculum Analysis of Indonesian Language Teaching Modules on Poetry Texts can be seen in the following table 6.

**Tabel 6. Curriculum Analysis of Indonesian Language Teaching Modules on Poetry Text**

| Components Analyzed | SMAN 3 Bukittinggi | SMAN 4 Bukittinggi | Follow-up Actions |
|---|---|---|---|
| Module identity | Present and complete | Present and complete | Used as reference |
| CP formulation aligns with skills | Yes | Yes | Used as reference |
| CP formulation not fully aligned with graduate profile | Yes | Yes | To be improved |
| CP aligns with language skills components | Yes | Yes | Used as reference |
| Learning objectives align with CP | Yes | Yes | Used as reference |
| Indicators align with CP and objectives | Yes | Yes | Used as reference |
| Indicators are measurable and observable | Yes | Yes | Used as reference |
| Stimulus questions do not encourage critical thinking | Yes | Yes | To be revised |
| P5 content not aligned with CP | Yes | Yes | To be improved |
| CPs are systematically arranged | Yes | Yes | Used as reference |
| CPs align with subject area | Yes | Yes | Used as reference |
| Curriculum demands match cognitive ability | Yes | Yes | Used as reference |
| Learning resources lack variety | Yes | Yes | To be improved |
| Instructional model does not achieve objectives | Yes | No | To be improved |
| Approach not aligned with curriculum | No | Yes | To be improved |
| Implementation lacks detail | Yes | Yes | To be improved |
| Student-centered learning | Yes | Yes | Used as reference |
| Learning stages are illogical | Yes | Yes | To be improved |
| Syntax does not align with model/method | Yes | No | To be improved |
| Teacher's role as facilitator is suboptimal | Yes | No | To be improved |
| Social-emotional learning not included | Yes | Yes | To be improved |
| Time estimation | Clear | Unclear | To be improved |

Based on the data above, there is an urgent need to restructure the learning flow to make it more systematic. Although the basic components have been met, the existing modules are still textual and do not fully facilitate student learning independence. The absence of social-emotional learning elements indicates that the current teaching modules still emphasize solely cognitive aspects. This contradicts the spirit of the Independent Curriculum, which prioritizes character development and emotional intelligence. The issue of synchronization between the model syntax and the methods used also indicates that teachers still need more detailed operational guidance. Therefore, the results of this curriculum analysis provide a strong foundation for developing the PROTABING model framework.

**Analysis of Poetry Text Teaching Materials**

Analysis of teaching materials at this initial stage plays a crucial role in assessing the readiness of supporting resources to meet educational demands. Based on document analysis at SMAN 3 and SMAN 4 Bukittinggi, the teaching materials used are sourced from the main textbooks of the Ministry of Education, Culture, Research, and Technology, which formally meet national content and pedagogical standards. This indicates that administratively, the learning materials have been designed in accordance with the basic principles of Indonesian language learning in the Independent Curriculum. However, despite meeting formal standards, the effectiveness of these teaching materials in fostering higher-order thinking competencies still requires further study. Field findings indicate that the poetry texts presented tend to be general in nature and do not fully address students' local realities. Limited supporting infrastructure also prevents the digital potential offered in these government teaching materials from being fully utilized.

Further observations indicate that the poetry teaching materials actually attempt to reflect current knowledge developments through the integration of local cultural values. The material presented covers a broad spectrum, from classical poetry to contemporary texts containing character education and multicultural perspectives. Visually, this teaching material has a high level of readability with a design that is quite attractive for grade 10 students. Teachers have also tried to improvise with paraphrasing techniques or converting poetry into prose to simplify the understanding of complex texts. Quality indicators such as ease of access and relevance of reference sources show good consistency across the two schools studied. However, the teaching material is still one-way and does not provide extensive space for independent exploration for students to be creative. This confirms that the availability of quality teaching materials must be accompanied by a more interactive delivery model.

**Analysis of Evaluation of Poetry Text Learning**

Learning evaluation is a crucial component that not only measures learning outcomes but also ensures alignment between objectives, indicators, and the curriculum used. Analysis of evaluation documents at SMAN 3 and SMAN 4 Bukittinggi shows that administratively, the assessment instruments used meet the criteria for alignment with Learning Outcomes (CP) and the structure of the Independent Curriculum. This reflects teachers' high awareness of the importance of aligning evaluation practices with current national education policies. However, field findings reveal that this administrative alignment has not been fully followed by optimal implementation quality. One of the main weaknesses identified is the lack of a standardized assessment rubric for measuring students' literary appreciation skills. Without a clear rubric, the assessment process tends to be subjective and inconsistent in reflecting students' true competencies. Furthermore, the current evaluation method is still considered impractical for supporting differentiated learning in heterogeneous classrooms.

Further findings indicate an imbalance in the evaluation system, where process assessment has not been proportionally integrated with outcome assessment. Although the Independent Curriculum emphasizes the importance of capturing students' thinking processes, the instruments available in schools are still dominated by conventional evaluation models that focus on lower-level cognitive abilities. As a result, complex skills such as interpretation and appreciation are not optimally accommodated in routine assessments. Teachers also reported technical difficulties in developing instruments capable of authentically measuring higher-order thinking skills (HOTS) within limited time. Reliance on simple written tests remains a major obstacle in capturing students' emotional development in relation to poetry texts. This situation emphasizes the need for evaluation instruments that balance both process and product aspects. Therefore, the development of adaptive evaluations is urgently needed to improve the validity and reliability of assessments in schools.

**Discussion**

Research results based on a needs analysis indicate that the development of a Project-Task Based Learning (PROTABING) model is an urgent need to address the stagnation of Indonesian language learning at the secondary school level. This finding stems from the fact that although the Independent Curriculum provides pedagogical flexibility, teachers remain trapped in conventional teaching patterns due to the lack of a systematic framework for connecting assignments to projects and balancing learning between concepts and products. The integration of Project-Based Learning (PBL) principles into PROTABING is designed to support active student engagement through more contextual learning (Capraro & Jones, 2013). This aligns with teachers' expectations for a model that is not only conceptually robust but also easy to implement in busy daily practices (Teerling et al., 2019). The use of technology in this model is also expected to improve teacher work efficiency (Sukirman et al., 2022), and is supported by a system that encourages active teacher involvement in the innovation process (Nichols et al., 2016). Without a model that bridges assignments with projects, the curriculum's vision of improving the quality of education through pedagogical innovation will be difficult to achieve (Alhapip et al., 2024).

The need for this model is further strengthened by student characteristics data, which indicates a dominant auditory learning style and a motivation level that is predominantly in the moderate category (67%). This suboptimal motivational condition indicates that existing learning methods have not been able to stimulate student curiosity and engagement. To change this motivation, strategies are needed that provide choices in learning activities to increase student motivation (Savage et al., 2011). The

PROTABING model is expected to accommodate this need by providing multisensory activities that combine visual, auditory, and kinesthetic elements to improve memory retention (Toyama & Hori, 2025). Furthermore, strengthening self-efficacy and support from a conducive learning environment play a significant role in improving student academic performance (Martín & Mont, 2019; Rickert & Skinner, 2022). Other strategies such as gamification have also been shown to be effective in increasing students' cognitive and social engagement in learning (Suartama et al., 2024). By providing personal and timely feedback, students' enthusiasm for learning can be maintained throughout the project work process (Ukaj & Reshani, 2025).

An analysis of learning tools and teaching materials revealed significant gaps in stimulating higher-order thinking skills. Although the teaching modules are administratively aligned with the curriculum, the prompting questions often fail to encourage students to engage in critical analysis. The limited variety of learning resources indicates that students are not fully facilitated. PROTABING attempts to offer a structure in which poetry material is not simply read but processed through micro-tasks that guide students toward complex poetic understanding (Jang, 2022). The use of innovative approaches such as multimedia has been shown to increase student engagement and creativity (Saputo et al., 2020). Furthermore, strategies such as poetic paraphrasing into prose help students understand the complexity of poetic diction more simply (Ferreira et al., 2020).

The final aspect that emphasizes the urgency of PROTABING is the weakness of the evaluation system, which is still dominated by the assessment of final results rather than the assessment of the process. Teachers experience difficulties in developing objective assessment rubrics, even though rubrics are crucial for improving transparency and the quality of assessment (Jönsson & Panadero, 2017). A well-designed rubric can provide clear criteria for students while supporting the provision of constructive feedback (Jonsson & Svingby, 2007). Integrating authentic assessments that capture students' thinking processes is necessary, not just the product (Koh et al., 2012). Through a performance-based approach, complex skills such as interpretation can be accommodated more validly (Jack, 2015). The use of evaluation instruments that balance process and product is expected to reduce students' language anxiety while improving the quality of their reflection (Rus, 2020; Rumbold & Simecek, 2016). The availability of instruments capable of measuring higher-order thinking skills in language learning is urgently needed (Muller et al., 2020).

Overall, PROTABING is an alternative solution offered to combine the flexibility of the Independent Curriculum with the demands of 21st-century competencies. This model provides space for students to explore ideas and produce work more independently through the support of technology and digital media (Chikurteva & Chikurtev, 2020; Voogt & Pareja Roblin, 2022). Although students desire freedom, they still recognize the importance of teacher guidance as a facilitator in achieving learning objectives (Binsaleh & Matcha, 2024). Implementing this model requires careful planning, particularly in time management and the provision of adequate learning resources (Das et al., 2024). The use of quality open learning resources can strengthen the model's effectiveness in overcoming the limitations of standard materials (Marcus-Quinn, 2016). The success of PROTABING depends heavily on teacher preparedness, supported by practice-based professional training (Pratami et al., 2024). Therefore, the results of the needs analysis are expected to serve as a fundamental foundation in developing the PROTABING model.

## CONCLUSION

The results of this study indicate that the development of the Project-Task Based Learning (PROTABING) model emerged from an in-depth needs analysis that uncovered various fundamental issues in poetry learning. The research findings identified that students experienced significant difficulties in understanding the meaning of poetry, particularly in the use of figurative language, interpreting meaning, and expressing ideas both orally and in writing. Furthermore, teachers faced significant challenges in implementing differentiated learning oriented toward 21st-century skills. The analysis of the tools also revealed that although the teaching materials and assessment instruments met formal standards, they did not fully support the development of higher-order thinking. Based on these needs, the PROTABING model was designed as a solution that integrates project-based learning with task-based learning. This was done so that the learning process not only focused on the product but also emphasized concepts. This model emphasized exploratory and collaborative activities through project assignments.

Theoretically, this research makes a significant contribution to the body of language learning knowledge through a novel synthesis that combines the strengths of Task-Based Learning (TBL) with Project-Based Learning (PjBL). The primary theoretical contribution of this research lies in the development of an "instructional bridge" framework that positions micro-tasks as scaffolding toward the completion of more complex macro-projects. This novelty fills a gap in the literature that has tended to separate short-term functional training from long-term project work in language learning. Thus, the PROTABING model offers a more holistic theoretical foundation for the development of language learning models.

Despite its great potential, this research also identified several challenges that require serious attention in the further development and implementation of the PROTABING model. Time constraints, teacher readiness in designing project scenarios, and limited supporting infrastructure are the main inhibiting factors encountered in the field. This analysis also indicates the need to strengthen learning tools, such as providing teaching materials and developing evaluation rubrics that include a balanced assessment of both process and product. The finding regarding the importance of ongoing teacher training is crucial to ensure the successful implementation of this model broadly. Therefore, future development of PROTABING must consider the principles of feasibility and sustainability so that it can be applied across different school contexts. This research is still limited to the needs analysis stage, so further research is needed to test the validity, practicality, and effectiveness of the model in real-life learning situations. The implementation of PROTABING is expected to not only improve the quality of learning, especially poetry, but also support the development of 21st-century competencies.

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