Students' Perspective on the Implementation of Gagne's Nine Instructional Events in Collaborative Project-Based English Language Teaching

Desi Yulinda
Universitas Terbuka
E-mail:linda@smansa-batam.sch.id

Audi Yundayani
STKIP Kusuma Negara
E-mail: audi_yundayani@stkipkusumanegara.ac.id

Juhana
Universitas Terbuka
E-mail: juhana@ecampus.ut.ac.id

Abstract
As the education has been evolving in the post Coronavirus Disease (COVID-19) outbreak, the Education department has encouraged several programs to transform the quality of education in Indonesia, such as the implementation of Kurikulum Merdeka. In this current curriculum, the project and collaborative based-learning have been promoted to engage students' participation. Moreover, one of the learning frameworks that boost students' active participation is Gagne's Nine Events of Instruction. This study aims to describe students' perspectives on the implementation of Gagne's Nine Events of instruction in the process of project-based collaborative learning in English subject at one of the high schools in Batam, Riau Islands Province. The informants of this study were 124 students of three classes of grade XI. The data collection methods used were Google Form questionnaire for all of the students and interviews with 6 students randomly selected based on their academic performance from the same classes. The data were analyzed using thematic analysis. The result of this study showed that the students responded positively to the implementation of Gagne's Nine Events of Instructions in project-based collaborative learning in the learning process. Gagne's framework has been successful in improving students' understanding, fostering, and becoming a platform for creativity development, and creating a pleasant learning atmosphere for teachers and students. The students also agree that Gagne's Nine Events of Instructions in project-based collaborative learning has significant impact on building students' positive character personally and socially.

INTRODUCTION

Teaching English to non-native speakers has been evolving in the past decades, and many different methods exist. The importance of English for international communication has made the language an essential subject for students. To help students improve their language skills, several methods of teaching English have been developed over the years. All these different methods aim to help students improve their communication and comprehension skills in English. However, there is no clear evidence on the most effective method of teaching English in the classroom that can be implemented under universal learning conditions.

In Indonesia, English learning and teaching have developed significantly. Several educational reforms have been introduced to improve the level of English literacy among Indonesian students. These reforms are closely related to changes in the curriculum set by the government. Various studies have resumed that from 2004 to 2013, the focus of English Learning and Teaching had deviated from grammar focused instruction to critical thinking that introduced teachers and students to the order thinking process from the lower to the higher order thinking process (Alfarisy, 2021; Putra, 2014). The implementation of the 2013 curriculum had been in line with the demands of 21st century skills that became the focus of education. This curriculum had shifted to the implementation of an emergency curriculum during the COVID-19 pandemic, which emerged the use of technology to distance learning. The latest breakthrough made is to implement a new curriculum called the Kurikulum Merdeka Belajar. This curriculum is a form of evaluation and revision of the previous curriculum, namely the 2013 Curriculum. *Kurikulum Merdeka Belajar* is a curriculum with diverse intra-curricular learning patterns in which learning content will be more optimal so that all students have sufficient time to explore concepts and strengthen their competencies.

The basic learning concept of the *Kurikulum Merdeka Belajar* is project-based learning with a focus on essential materials to provide flexibility for teachers to carry out differentiated learning according to students' learning abilities. The fundamental idea behind the *Kurikulum Merdeka Belajar* as stated in *Pedoman Pembelajaran dan Asesmen* (The Guideline of Learning and Assessment) is to provide students with the flexibility to create their learning path using materials that are relevant to them and that allow them to explore their interests through projects that they are passionate about (Anggraena et al., 2022). Obviously, this concept is an extraordinary step in anticipating the inequality in the quality of learning that has occurred, especially during the pandemic of Covid-19.

The Indonesian government has introduced a project-based teaching method for high schools over the past few years. Projects allow students to use classroom time for open-ended and collaborative projects that will benefit both themselves and the local community. Through these projects, students will be able to develop their critical thinking skills and learn about various social issues that directly impact their communities. Project-Based Learning (PjBL) is one method of independent learning and critical thinking. It provides students with a sense of connection to the course material and their peers, consequently, the current educational environment would be enhanced through the design of a project-based learning approach linking student assignments as well as prior course tasks, which in turn engage students in learning (Almulla, 2020). Students also learn how to develop positive attitudes towards learning and develop self-confidence as they become independent learners and develop a positive attitude towards school and learning. This is contrary to the teacher-center method where students learn facts and figures by

heart, memorize facts and regurgitate these during examinations without any conceptual understanding.

In line with the project-based learning method, collaborative-based learning is also encouraged in the implementation of the *Kurikulum Merdeka Belajar*. As this approach is often used in business and education, it offers students with a chance to work together as part of a team to solve problems or answer questions. Collaborative learning enables students to interact more effectively with the content presented in the course and encourages them to become more engaged learners. It has also been shown to be more effective in helping students learn and retain information. Since project-based learning requires social negotiation of knowledge, and working collaboratively in a group, to develop possible solutions to the problem or project. Collaboration should be seen as a means to reach goals and it should be a feature of all project stages (Haatainen, 2022).

To obtain maximum performance in learning, the combination of project and collaborative-based learning provides students with the opportunity to work both independently and collaboratively to apply their knowledge to a different real-world situation. This collaborative project-based learning allows students to gain a better understanding of a particular subject and formulate their ideas and opinions while encouraging the exchange of ideas with other classmates (Jones, 2019). Collaborative project-based learning has been implemented for years in several disciplines, such as science, mathematics, social, and languages. This learning approach is a combination of project and collaborative-based learning. Students engaged in a learning environment where they developed their integration practices as well as their knowledge and collaborative skills by combining collaborative learning and project-based learning.

There are significant differences between the application of Teacher-center Instruction and Collaborative Project-Based Learning as distinguished in Table 1 (Ali & Hasan, 2022):

Table 1. Differences between Teacher-center Instruction
and Collaborative Project-Based Learning

Collaborative Project-Based Learning	Teacher-center Instruction
Student-centered, helping all others and making learning easier	Teacher-centered and teachers are responsible for the learning
Constructing individual knowledge	Transmitting knowledge to a grouping
Focused on an understanding of content	Focused on memorization of material
Profound learning (through an understanding of the main concept)	Surfaces learning (a little about a lot of concepts)
Group learning	Individuals learning
Performance-based assessment	Traditional assessment

Working together improves student motivation and encourages experiential learning. When managing big groups, instructors may find this strategy useful and time-saving. Collaborative learning is a method of teaching and learning in which a group of students works together to solve a problem, complete a task, or produce a product. The collaborative learning environment tests the learners' social and emotional skills as they must communicate and defend their ideas while listening to various points of view.

Collaboration among students can be encouraged by project-based learning. Student collaboration abilities are impacted by project-based learning approaches (Andriyani & Anam, 2022).

In addition, students' abilities to work together to carry out the plans developed cannot be isolated from the use of the project-based learning paradigm. Students can develop their critical thinking abilities and motivation for learning through collaborative activities (Kusuma & Hamidah, 2019).

Numerous courses in the arts, social sciences, sciences, and technology in higher education have incorporated collaborative project-based work as a component. The main justification for the method is based on the idea that it may be used to foster a more engaged and enthusiastic student-centered learning environment. While the duration of a collaborative project may range from a single hour to several years, it frequently lasts for a considerable amount of time. The promotion of student initiative, self-direction, ingenuity, and independence is one benefit of project-based learning. However, a project-based course places greater expectations on students' motivation, self-assurance, and capacity for planning their work. Numerous problems with project time allocation, project scope definition, and tutorial duty are also present for the tutor (Donnelly & Fitzmaurice, 2005).

Teachers may need to put in more effort and time if they participate in joint projects. This results from an increased workload, additional resources that might need to be given to make up for it, and the more difficult task of project assessment. The procedure of this collaborative project-based learning can be seen in Figure 1.
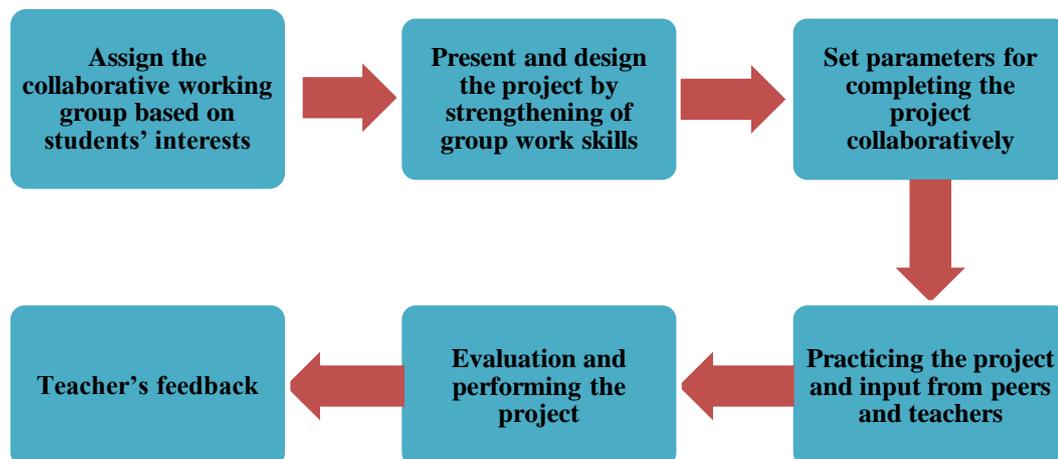

Figure 1. The Procedure of Collaborative Project-Based Learning (Jones, 2019)

In fact, there are several methods that teachers can apply in implementing this collaborative project-based learning. One of the instructional frameworks that can be applied to the English teaching and learning process is Gagne's Nine Events of Instruction model.

Gagne's Nine Events of Instruction Model creates a more engaging learning environment in the classroom. Moreover, it includes nine different events that occur during the learning process that can influence how students engage with the material and ultimately succeed in their learning objectives. This model is a collaboration between

cognitive theory and behaviorism which began with information processing theory (Gagné & Briggs, 1992). In information processing theory, the internal and external conditions of individual students vary, which is the basis of differentiated learning. Students' internal conditions are cognitive processes needed to achieve learning outcomes, while external conditions are environmental stimuli that affect students in learning which are arranged into nine learning steps by Gagne's theory.

Robert M. Gagne, a psychologist who specialized in education and worked in the United States, thought that particular mental states or phases were connected to learning. The general premise was that effective learning entailed a series of "events" that started with attracting students' attention to the material being taught (e.g., making them aware of and interested in it). To transfer concepts from the student's short-term memory to long-term memory, the instructor then used a sequence of stages involving the creation of learning expectations, the presentation of stimuli (new information), and the recollection of associated ideas.

Gagne asserted that students would be able to use what they had learned to their advantage by the end of this comprehensive process, allowing them to apply their knowledge to brand-new circumstances. As a result of this conviction, Gagne created a nine-part learning strategy that, in his opinion, accurately reflects the phases of cognition involved in this adult learning process as in Table 2 (Zhu & St.Amant, 2010).

Table 2. Instructional Events and Cognitive Process

Instructional event	Cognitive process
Gaining attention	Stimuli provided by the instructor activate receptors in the student's brain
Informing learners of the objectives of the overall training	Creates a level of expectation for learning in the student
Stimulating the recall of prior learning	Prompts retrieval of information and moves ideas to short-term memory
Presenting the stimulus/ content (information)	Creates the selective perception of content in the mind of the student
Providing learning guidance	Causes semantic encoding in a way that moves information to the student's long-term memory
Eliciting performance	The student responds to subject-based questions in a manner that enhances encoding and verification in the student's memory
Providing feedback	Reinforces ideas and conforms student assessment of correct performance based on ideas/ processing or application of information
Assessing performance	Prompts students to retrieve information in a way that also reinforces their final understanding of the information
Enhancing retention and transfer	Causes students to retrieve and generalize what they have learned in a way that allows them to apply their learning to new situations

Table 2 displays these stages along with the cognitive processes that they are associated with. According to Gagne, this nine-part method enabled students to apply

their knowledge to a range of scenarios they would come into in places like the workplace, as well as outside the constraints of in-class activities.

For the implementation and the codebook of Gagne's Nine Events of Instruction, (Rahim et al., 2020) and (McNeill & Fitch, 2023) describe as shown below table:

Table 3. Implementation and Codebook of Gagne's Nine Events of Instruction

Stages	Events	Definition	Description / Examples
Pre-instructional Activity	Gaining Attention	Present a stimulus to draw the learners' attention and make sure they are prepared to learn and engage in activities.	1. Initiate the cognitive process of expectancy 2. Present a stimulus to draw the learners' attention and make sure they are prepared to learn and engage in activities. 3. In order to capture students' attention, ask provocative questions that will arouse novelty, uncertainty, and surprise.
	Informing	To help students understand what they should know and be able to do, let them know what the course's objectives and individual lesson goals are.	1. Outline the precise, measurable performance and standards that must be met. 2. Utilize as proof that the knowledge has been acquired. 3. Helps students stay "on track"; written in an approachable manner.
	Retrieve (Prior Learning)	By connecting new information to prior knowledge or experiences, teachers can assist students in making sense of it.	1. Inquire of the students regarding their comprehension of earlier ideas 2. Connect the knowledge from earlier classes to the current subject.

			3. Essential to learning, since a large portion of new knowledge is the integration of prior concepts and information
Content Presentation	Presenting	To deliver instruction more successfully, use indication and presentation strategies. Clearly group and arrange the material, and after demonstrations, provide explanations.	1. Provide several iterations of the same material in different formats (group work, podcast, lecture, video, etc.). 2. To get students interested in learning, use a range of media.
Learner Participation	Providing guidance	Inform students about available resources and strategies to help them learn the material. Put differently, assist students in learning how to learn.	1.Present and utilize examples/non-examples. Examples clarify what to do. Non-examples show what should not be done. 2.Provide case studies, illustrations, metaphors, and analogies 3.Provide tips and questions to students via direct or indirect prompts; counseling them on learning strategies
	Elicit performance /Practice	Inquire students to apply what they have learned into practice to strengthen their grasp of the course material and to acquire new skills and knowledge.	1.Provide opportunities for formative assessment 2.Provide students assessments that let them show what they understand 3.Students set what they have learned into practice to solidify new abilities

			and information as well as to ensure that they have understood the concepts being taught.
	Providing Feedback	Provide students prompt feedback on their performance so that they are able to recognize and fill any understanding gaps they may have and so assess and support their learning.	1. Confirmatory feedback lets the learner know that they completed the task as assigned. 2. Corrective feedback does not supply the right answer; instead, it instructs students on how to find the answer. 3. Feedback that is given to students individually and promptly matters more than the information contained in the feedback.
Assessment	Assessing	Assess if the previously mentioned course objectives have been met in terms of the anticipated learning outcomes.	1. Include opportunities for formative assessment through quizzes, brief active learning activities, and oral questioning. 2. Implement a variety of assessment methods to provide students with opportunities to demonstrate proficiency 3. Students should apply what they have learned without further guidance or direction. 4. Accuracy is ascertained by reflection rather than

			memory or recall of a prior occurrence.
Follow Through Activity	Enhancing	Provide students opportunities to relate course material to real-world situations in order to aid in their retention of the information.	1. To strengthen connections, relate course concepts to earlier (and future) learning and build on earlier (and future) learning. 2. To reinforce course material, include test questions from earlier exams in later exams. 3. Opportunities to relate course concepts to real-world scenarios and exposure to scenarios distinct from the initial experience are two ways that knowledge retention and transfer are confirmed.

The application of Gagne's Nine Events of Instruction has benefits and drawbacks. Gagne's Nine Events of Instruction are systematic and simple to apply into teaching and learning process. The procedure in the events of instruction is presented in a logical order, learners are confident in carrying out the steps and obtaining a result. Furthermore, the theory can be tailored to different learning contexts. In contrast, when learning a new skill, a learner may require a great deal of assistance. It makes the learner depend on guided information and may prevent him or her from exploring problem-solving strategies on his or her own based on the knowledge gained. Consequently, the development phase takes a long time because each step must be planned, and an instructional designer may discover better ways to keep students engaged in the learning process.

METHOD

This study was qualitative research. In deciding the qualitative method for this research, as Creswell (2013) points out, a researcher needed to consider three framework elements namely philosophical contentions on what generates knowledge projection, overall constructions of a study (inquiry strategies), and specified step by step of gathering data, analyzing, and composing (methods). Therefore, in carrying out this research, the author considered these framework elements.

As defined by Creswell (2013), the qualitative research design is an approach that is focused on data collection, analysis, and writing but originates out of disciplines and flows through the process of researching likely types of problems and the importance of

ethical issues. In addition, to obtain a more comprehensive understanding of the implementation of Gagne's Nine Instructional Events in collaborative project-based English language teaching, the researcher uses the descriptive qualitative method to provide a systematic explanation and description of the English language teaching at one of senior high schools in Batam.

The population of this research was XI grade students, and the sample was students from 3 science classes program who participated in this collaborative-project-based learning by implementation of Gagne's Nine Instructional Events.

There were two instruments in data collection for obtaining the perspectives of the students involved in the Implementation of Gagne's Nine Instructional Events in collaborative project-based English Language Teaching. The first instrument was questionnaire. In preparing this questionnaire, the researcher had designed the interview questions. The researcher divided the questionnaire into several sections, namely: (1) Student's Name, grade, and his/her job description in this collaborative project-based in English Language Teaching. (2) Student's responses about pre-instructional activity. (3) Student's responses about content presentation activity. (4) Student's responses about learner participation. (5) Student's responses about assessment and follow through activity.

The second instrument was interview with 6 selected students. The selection of the students based on their academic achievement, consist of 2 students from higher achievement students, 2 students from average achievement students, and 2 students from lover achievement students. The information of these students' achievement was obtained from the homeroom teachers and the academic affair of the school. The questions for interview are set based on the parameter: (1) General perspective on the implementation of Gagne's Nine Events of Instruction in collaborative project-based in English Language Teaching. (2) Achievement of learning objectives. (3) The satisfying or positive experience during the learning process. (4) Students' most favorable stages during the learning process. (5) Students' difficulty in the learning process. (5) Solution(s) to overcome the difficulty in the learning process. (6) Students' general comment about the Implementation of Gagne's Nine Events of Instruction in Collaborative Project Based ELT.

The analysis of the data collected from this study employs thematic analysis. Thematic analysis is the process of encoding information that can produce complex lists of themes, model themes or indicators, qualifications usually associated with that theme, or things in between or a combination of those mentioned. These themes allow the interpretation of phenomena. A theme can be identified at the manifest level, which is directly visible. A theme can also be found at a latent level, not explicitly seen but underlying or overshadowing (underlying the phenomenon). Themes can be obtained inductively from raw information or obtained deductively from theory or previous studies.

FINDINGS AND DISCUSSION

From the questioner shared by Google Form, the researcher received 127 responses from these three classes, but during the data analysis, it was found that 3 students sent copies of their similar responses, and the researcher delated these copies. The total responses being analyzed was 124 responses.

From the second section of this questioner, as the response of the first statement about whether the teacher motivated the students to participate in this collaborative

learning, the researcher found that all of the students were motivated by the teachers before the learning process was proceeded. The response from the statements stated in the questionnaire was 100% of the students agree that their teacher starting the learning process by motivating them to participate in the collaborative learning. It indicates that the teachers had engaged students' participation at the beginning of the learning activity.

Similarly for the other steps in this pre-learning activity, the students gave positive responses toward the activities that the teachers conducted to start the lesson. In introducing the collaboration project, the students confirmed that the teachers had clearly delivered the purpose of the learning and what they would do for the project, as shown in the Diagram 1.
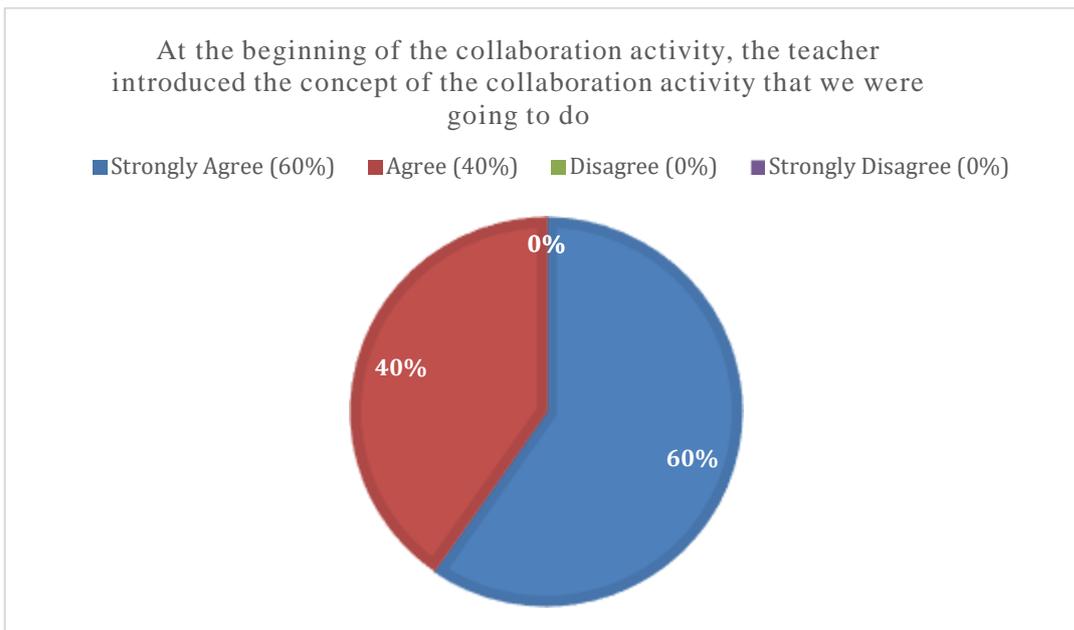

Diagram 1. Pre-Instructional Activity – Introduction of Collaboration Project

From the data collected the students, 100% students (60% strongly agree and 40% agree) confirmed that the teachers encourage them to actively participated in the learning process and how this lesson benefitted them in their life.

In relation to strengthen the previous learning materials, 98% of the students (45% strongly agree and 53% agree) had experienced that in this collaborative project-based learning by implementing Gagne's Nine Events of Instruction, their teachers had encouraged to recall the background knowledge to be developed further in the current learning process. The students had their teachers to link what they already learned in previous grade and to the current learning materials.

Similar trends are also shown in the content presentation and students participation activities. The students found that the teachers had delivered the contents well and guided them whenever they encountered difficulty during the process, as shown in the Diagram 2.

During collaborative learning, the teachers provided guidance for students who were experiencing problems.

45%

54%

1%

■ Strongly Agree (45%) ■ Agree (54%) ■ Disagree (1%) ■ Strongly Disagree (0%)
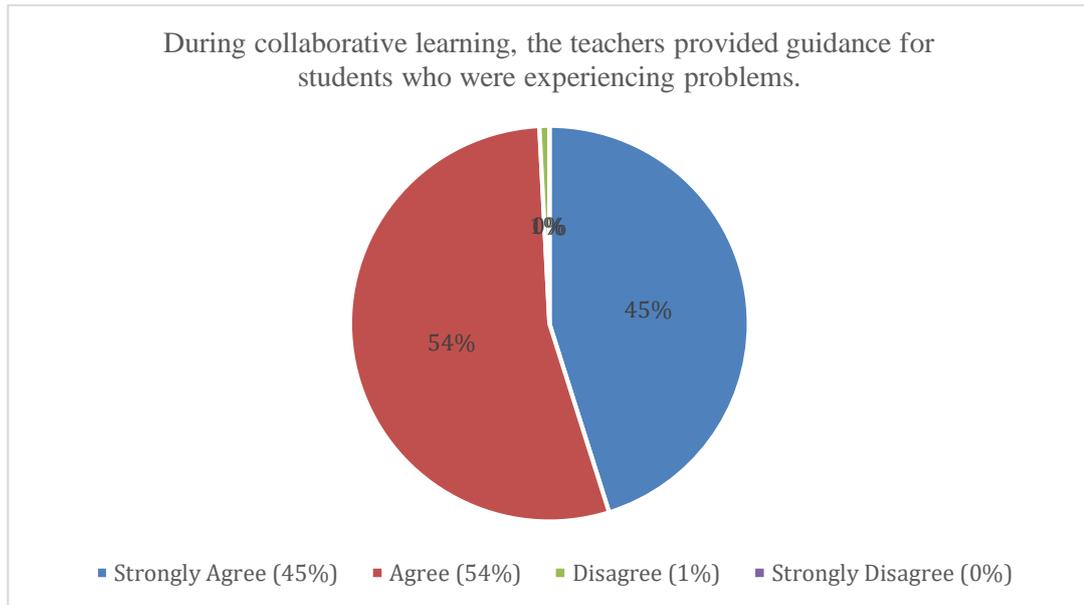
Diagram 2. Content Presentation Activity

From the presentation events, the teachers had provided guidance for the students as stated by 99% students of the three classes. During this activity, students confirmed that they had received information regarding the content of the materials delivered and guidance from the teachers.

The participation of the students during this collaborative project-based learning was also significantly achieved. There was 99% of the students responded that they had opportunity to perform their skills and talents in this activity. The responses shows that they had provided opportunity for participating in this learning process, as shown below:

In conducting practices for collaborative learning activities, I am given the opportunity to apply new knowledge or skills from this learning process.

Disagree (1%)

Agree (47%)

Strongly Agree (52%)

■ Strongly Agree (52%) ■ Agree (47%) ■ Disagree (1%) ■ Strongly Disagree (0%)
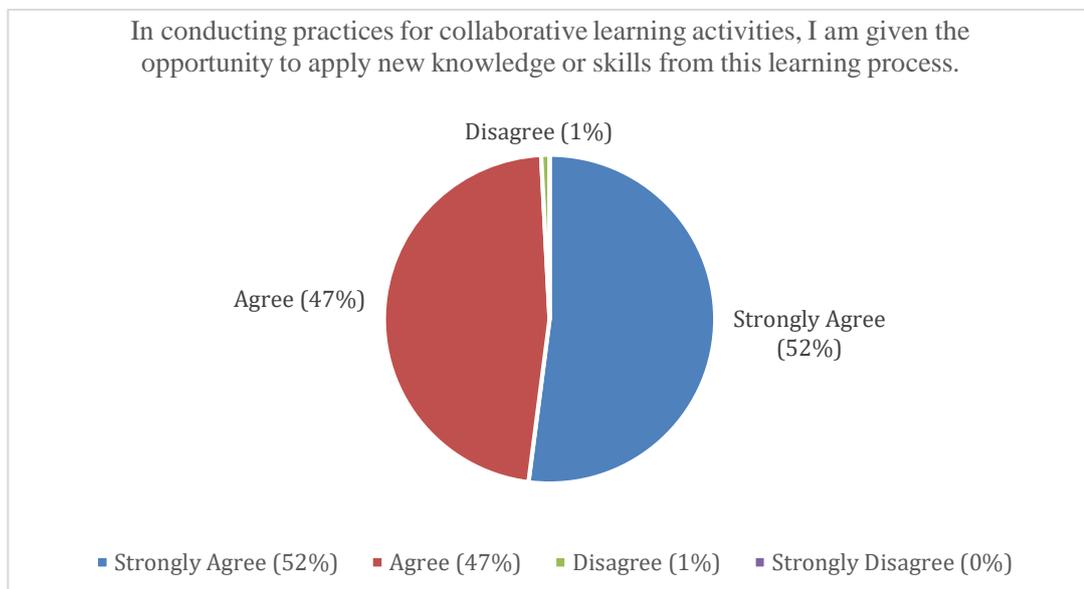
Diagram 3. Students Participation Activity

In the end of this collaborative project-based learning by implementing Gagne's Nine Events of Instruction, the students felt satisfaction on all the stages that they experienced during the learning process. They also responded positively that this

collaborative project-based learning by implementing Gagne's Nine Events of Instruction had benefitted them in their daily life, as shown in figure 4 below:
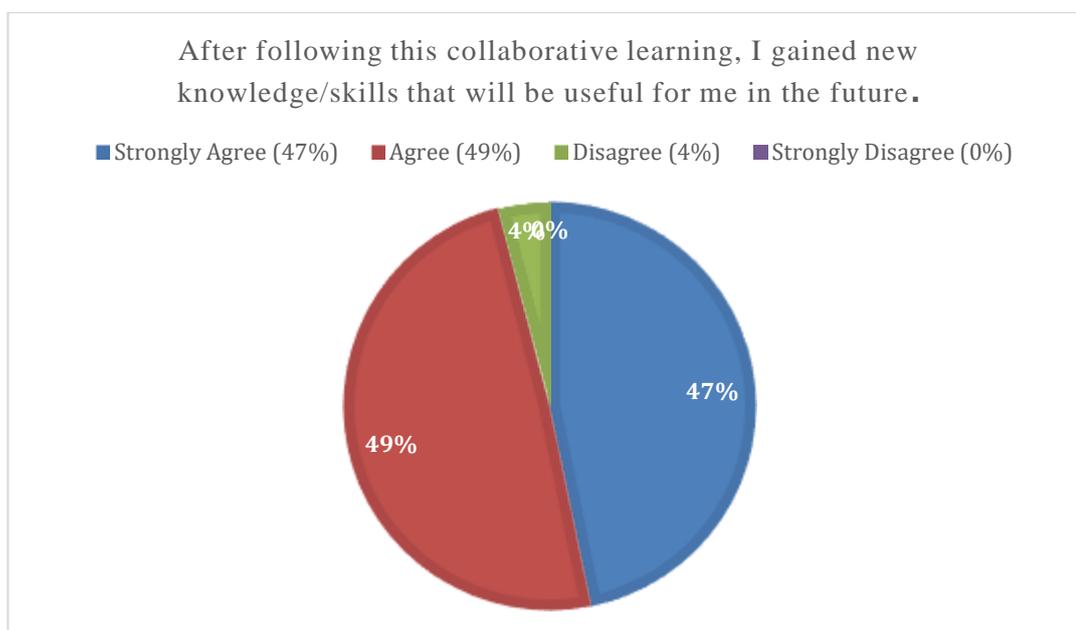

Diagram 4. Assessment And Follow Through Activity

From all responses submitted by the students, it can be concluded that majority of the students responded positively toward the collaborative project-based learning by implementing Gagne's Nine Events of Instruction. They enjoyed all learning stages that they experienced and stated clearly that this learning process gave benefits for them respectively.

Moreover, in the questionnaire, the researcher also included three essay questions to investigate the difficulty that the students faced during the learning process, the solutions, and overall comments on their experiences in this collaborative project-based learning by implementing Gagne's Nine Events of Instruction. The responses from these students were coded and concluded as follow:

- **Students' Difficulty**
  Based on the responses given by the students, time management is the major difficulty that the students faced. The students' activities outside their school hours made it difficult for them to practice. Moreover, they also had other subjects' assignment to do during this collaboration activities. They also found it was difficult to develop mutual understanding among classmates, peer pressure and the misunderstanding of the collaboration concept at the beginning of this learning process. However, the cost that they needed to spent for preparing their class for the collaboration show was another point that they stated as problem in this collaborative project-based learning.

- **Students' Solutions**
  To solve their difficulty, the students had found their solution themselves. As for the time management, most of them said that self-time management and setting priority scale were the way out that they did. They also emphasized the importance of self-awareness on their responsibility and focused on the regular practice. In fact, they had figured out that discussion, proper coordination, and

communication would be benefitted everyone involved in this collaborative project-based learning.

- **Overall Comments**

    The last question in this questionnaire was about their impression about this collaborative project-based learning by implementing Gagne's Nine Events of Instruction. Most of them were satisfied and happy with their achievement. They said that this learning process gave them memorable experiences and develop their positive characters. This learning experiences were also claimed as motivated and inspired activities. They hoped that this collaborative project-based learning Gagne's Nine Events of Instruction would be continued for the following years and more subjects participated in it.

    In conclusion of the questionnaire, the responses given by the students can be shown as in Table 3.

Table 3. Percentage of Students' Questionnaire Responses

No	Learning Stages	Gagne's Nine Events of Instructions	Average Students' Responses			
			Strongly Agree	Agree	Disagree	Strongly Disagree
1	Pre-instructional Activity (Question No 1 – 9)	Gaining Attention Informing Retrieve (Prior Learning)	48,8 %	48,7 %	7,0 %	0,5 %
2	Content Presentation and Learner Participation (Question No 10 – 24)	Presenting Providing guidance Elicit performance /Practice Providing Feedback	45,94%	50,06%	26,63%	8,40%
4	Assessment Follow Through Activity (Question No 25 – 28)	Assessing Enhancing	54,56%	42,08%	23,04%	16%

To strengthen this questionnaire, the researcher also conducted interviews with 6 students that selected based on their academic performance. The students were the representative of high (Student A and B), average (Student C and D), and low (Student E and F) achievement students. They were from the three classes that the researcher used as the informant as well.

The six respondents stated clearly that they enjoyed the collaborative project-based learning by implementing Gagne's Nine Events of Instruction conducted by their teachers. The major benefits that they accepted were in the character development and effective learning process. From the character development, the respondents emphasized that they learned about leadership, solidarity, motivation and teamwork. Respondents A and B declared that they could learned new skills from these instructional events, such as learning new skills of drama, music, and dancing. They said that this learning process had been their channel for expression. Respondents C and D stated that this was innovative

and not monotonous learning process and encouraged teamwork and motivated them to learn new skills. Respondents E and F also experienced positive vibes by the implementation of this instructional events. They emphasized that this learning process had made them classmates closer each other and she figured out that her friends had unique quality and talent, they said that:

Excerpt 1

Respondent E: "In my own opinion, **the learning is more effective** because in addition to getting **the theory at the beginning** we can also **practice it during the specified time**, so it is more effective in learning not only in theory but there is also practice."

Respondent F: "By the implementation of this collaboration, it can make us, as classmates **closer to each other**, and then what I thought was friends who could not play drama, **by the implementation of this collaboration, they can be like able to learn and follow** the drama, and **finally they can**..."

(Interview with Respondents E and F, translated by the researcher)

In the achievement of students' participation, the respondents stated that during this collaborative project-based learning, they had opportunities to involve actively in all stages of learning. They could develop their skills and shared skills with their classmates. Student F, whose role was as a choreographer, felt that she was satisfied to be able to create dances and trained her friends to dance. They also stated that they understood the lesson better because it was followed by practices and the teachers gave feedback for them regularly.

In cognitive and teaching strategy aspects, the respondents claimed that they had better comprehension in the learning materials because the merging of the cognitive and skills in practice. They underlined that their teachers' teaching strategy in this learning process had been appropriate on met their expectations.

For difficulty that they faced during the stages of this collaborative project-based learning was about time management. They stated that before the collaborative project-based learning, the students had their own courses outside the school, and when this collaborative project-based learning was started, they faced difficulty in arranging their schedule. Besides, teamwork was another challenge for them. They said that it was initially difficult to harmonize perceptions about the implementation of this activity, especially about adherence to the training schedule, ideas about all aspects of collaboration and adjustment of class agreements in this activity. The most effective solution that they discovered was class discussion. They solved all problems that they encountered during this learning process by discussion, where everyone was free to express their opinions.

Excerpt 2

Respondent A: "... can **work together** too so that when I lead it, we can **achieve the target** that is adjusted to our friends and we are **satisfied**, we feel that it turns out to be this fabulous, even though we didn't think it could be like that...."

Respondent C: "the **target was definitely achieved** and it was very successful because it gave us an **unforgettable experience** too, so not only has the learning been achieved but we also got an unforgettable memory in this high school period...."

(Interview with Respondents A and C, translated by the researcher)

All students suggested that this collaborative project-based learning by implementing Gagne's Nine Events of Instructions should be conducted more often and involved more subjects to participate. As the benefits that they perceived, they hoped that there would be more opportunities for them to experience this collaborative project-based learning by implementing Gagne's Nine Events of Instructions.

The data collected from the questionnaire and interview has indicated that the students responded positively and showed their enthusiasm toward all stages of the instructional process. From 127 students responded to the questionnaire, approximately 97% agreed that the pre-instructional stages conducted by their teachers had affected their motivation and recalling their background knowledge related to the material presented. This finding can be interpreted that the students can cope the initial stage of the instruction very well. This finding confirms the purpose of the first three events of Gagne's Nine Instructional Events, namely to stimuli provided by the instructor activate receptors in the student's brain, to creates a level of expectation for learning in the student, and to prompts retrieval of information and moves ideas to short-term memory (Zhu & St.Amant, 2010).

Moreover, during the content presentation and learners' participation, the students learned not only the academic skills, but also the character building. From the questionnaire, majority of the students agrees that they experienced different learning process in this implementation of Gagne's Nine Instructional Events in collaborative project-based learning. The different atmosphere that they experienced that from the cognitive to practical context, they could directly apply what they have learned in the collaborative project while they learned to discuss and solve problems that they faced. Moreover, during these stages, the students could have better understanding toward their classmates. This experienced agreed the Framework of Collaborative Based Learning by Johnson & Johnson as emphasized by Ibrahim et al., (2015).

For the last stages, assessment and enhancing retention and transfer, the students were excited to perform their skills and their best performance, especially for that academic year, the show was at one of the biggest malls of Batam. The students reached the purpose of these two events in Gagne's Nine Instructional Events as proposed in (Zhu & St.Amant (2010) as these stages are to prompts students to retrieve information in a way that also reinforces their final understanding of the information and to cause students to retrieve and generalize what they have learned in a way that allows them to apply their learning to new situations.

From the data that has been collected through questionnaires and interviews with students is that students feel learning with the application of Gagne's Nine Instructional Events by collaborative project-based learning. From their responses in the questionnaire which significantly showed how much they enjoyed each stage in this learning and from the interviews which confirmed that this learning has benefited them cognitively, skills and attitudes.

From the result findings in the implementation of Gagne's Nine Events of Instruction, the application of differentiated instruction is also investigated as it is currently being promoted in the implementation of the *Kurikulum Merdeka*. As defined by Carol Ann Tomlinson in her book entitles How to Differentiate Instruction in Mixed-Ability Classrooms, differentiating instruction is deviating the way learning materials are taught in the classroom in order to provide students additional opportunities to absorb competence, make sense of it, and effectively convey what they have learned (Tomlinson, 2001). Moreover as Arianto et al. (2023) elaborated that the Differentiate Instruction includes four major strategies namely differentiating content, process, products and

learning environment, and implementing it affects positively toward students' confidence in English speaking ability.

In this study, it is found these three strategies applied in the implementation of Gagne's Nine Events of Instruction in collaborative project-based learning, as described below:

a. **Differentiating Content**, the learning material being taught to learners in response to learners' learning readiness, interest or learning profile (Visual, Auditory, Kinesthetic) or even a combination of those aspects. During the implementation of Gagne's Nine Events of Instruction in collaborative project-based learning, the students had freedom to group and engaged to the learning material based on their learning readiness, interest, and learning profile. As in this study, students might choose their role in the final collaborative performance based on learning readiness includes the readiness of the students, family, and school to support the learning process. In this study, it is found that those factors integrated in the whole process of learning. Students had been prepared in the pre-activity learning stages (Attention, Informing and Retrieve Prior Learning) in supporting this differentiated learning, followed by the family and school readiness to run this collaborative project-based learning.

b. **Differentiating Process,** this study has investigated the students' choice of tasks as one of the strategies that support interest-based differentiation. The process of learning according to the Gagne's Nine Events of Instruction in collaborative project-based learning has set the students to choose freely the role that they would choose during the learning activity. During the stages of Content Presentation (Content Presentation) and Learner Participation (Providing guidance, Practice, Providing Feedback), the students had freedom to focus on the role that they would take in this learning process. Students focused and grouped themselves into:
   - English drama group that includes song choices and interpretation, writing the script, performing the drama (English)
   - Traditional and modern dances, singing and playing music (Art and Culture)
   - Indonesian Drama, that includes writing the script and performing the drama (Bahasa Indonesia)
   - Designing poster for promoting the performance (Handicraft and Entrepreneurship/Informatics)

c. **Differentiating Products,** this study found out that the products of this learning process were also varied based on the role that they took in the collaborative project-based learning, namely:
   - Drama for English subject that includes song choices and interpretation, writing the script.
   - Traditional and modern dances, singing and playing music performances (Art and Culture)
   - Indonesian Drama that includes the script and performing the drama (Bahasa Indonesia), Poster designs (Handicraft and Entrepreneurship/Informatics)

CONCUSION AND SUGGESTIONS

The students are benefitted from this learning process because all learning stages had imposed a positive impact and according to them, it has a significant impact on their motivation, confidence and learning achievement. The findings from the questionnaire

were reinforced by interviews with several students who emphasized the positive impression of learning by applying Gagne's Nine Events of Instruction in collaborative project-based learning.

For teachers who teach subjects that can be integrated into collaborative learning by applying Gagne's Nine Events of Instruction can join in this collaborative learning activity so that it can facilitate students in learning one project from the collaboration of several subjects. This collaborative activity makes it easier for students to explore skills and teachers to assess student performance. For the students, they could explore more new skills in this collaborative project-based by the implementation of Gagne's Nine Instructional Events in English language teaching. The project may involve variety skills that students could learn.

For the future researcher, it is suggested to investigate more about the implementation of Gagne's Nine Instructional Events in collaborative project-based English language teaching. For collaborative project, it is suggested to investigate more subjects that can be merged into the collaborative learning. The implementation of Gagne's Nine Instructional Events in English language teaching as described in this research could be the guidance in doing the further research.

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