Abstract

This research is motivated by the importance of student learning independence in the modern education era, which demands activeness and responsibility in the learning process. The Project-Based Learning (PjBL) model is considered effective in supporting this. This study aims to describe teacher strategies in implementing PjBL and their impact on student learning independence at SDN 10 Limboto. The study used a descriptive qualitative approach. Data were obtained through observation, interviews, and documentation, then analyzed through reduction, presentation, and drawing conclusions using triangulation. The results indicate that PjBL improves students' initiative, responsibility, self-confidence, and self-evaluation skills. Constraints such as limited time and facilities were overcome through careful planning.

Keywords: *teacher strategies, project-based learning, independent learning.*