INTRODUCTION

Cultural Understanding should be an essential part of foreign language education, considered a primary subject rather than just a supporting one.

In the previous curriculum, incorporating cultural understanding was manageable due to the extensive distribution of German language learning across all semesters.

After the implementation of the MBKM curriculum, academic programs made diligent efforts to adapt the curriculum to ensure that the learning objectives are still achieved, with the desired competency level being B1+.

Consequently, there is a need to find a way to continue fostering intercultural competency effectively, even in the current circumstances.

LITERATURE REVIEW

In the context of foreign language education, intercultural understanding is perceived as an effort to comprehend the culture of the second language in the process of communication (Setyawan et al., 2017, p. 165).

Once the foundation of intercultural understanding is established, learners gradually develop a more accurate appreciation for cultural differences.

The cultivation of Intercultural Competence in education is invaluable as it enables learners to communicate more effectively with individuals from diverse cultures and nations, shaped by different values, beliefs, and experiences (Shonazarov, 2021, p. 2367).

METHOD

is research employs a project-based learning (PBL) approach with the application of Content and Language Integrated Learning (CLIL) as the framework.

The research sample consists of students from the German Language Education Program at FPBS UPI who have enrolled in German and English language skills courses.

Data collection instruments include observations, field notes, photographs, and presentations.

FINDING AND DISCUSSION

Incorporating bilingual English content: As part of the project-based and CLIL approach, bilingual English content is curated and utilized in the language learning process. Bilingual materials and resources are designed to expose students to both the German and English languages, fostering cross-cultural connections and a deeper understanding of the content being explored

Content Discussions: Engaging students in content discussions encourages them to explore various cultural aspects embedded within the language. Through these discussions, students gain insights into the cultural nuances and diversities

In-Class Presentations: Presentations conducted in the classroom setting provide students with an opportunity to share their perspectives and findings on intercultural topics. By presenting in front of their peers, students build confidence in expressing their ideas, leading to meaningful discussions and the exchange of intercultural viewpoints.

Public Presentations: The process of preparing content for public consumption necessitates careful consideration of cultural sensitivity and inclusivity. When students create materials for a broader audience, they must take into account the diverse backgrounds of potential viewers. This exercise strengthens their cultural awareness and ensures that the content resonates with a broader range of people.

CONCLUSION

The integration of project-based learning (PB) and Content and Language Integrated Learning (CLIL) into the MBKM curriculum model represents a highly suitable and effective solution.

By adopting PB and CLIL-based approaches, students are provided with learning experiences that align with the demands of developing their academic and personal identities in the modern world.

PB and CLIL offer a structured pathway to foster intercultural competency among students. As students engage in various projects and discussions centered around different cultural aspects, they learn to appreciate and respect diverse perspectives.

Such purposeful development of intercultural competence aligns with the core educational values embraced by the institution.

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