

PROJECT-BASED LEARNING IN ENGLISH LANGUAGE TEACHING: AN INNOVATIVE APPROACH IN A PRIMARY MADRASAH TEACHER EDUCATION PROGRAM

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Abstract:

English language learning in higher education requires innovative approaches that enhance student engagement and meaningful learning experiences. This study aims to analyze the implementation of Project-Based Learning (PjBL) in the English course at the Primary Islamic Teacher Education (PGMI) Study Program of Institut Agama Islam Ngawi. This research employed a qualitative approach with a case study method. Data were collected through observations, interviews with lecturers and students, and analysis of learning documents such as the Semester Learning Plan and teaching modules. Data analysis followed the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. The findings indicate that the implementation of PjBL increases student participation, promotes collaboration, and provides more contextual learning experiences through project activities and English presentations. Future research is recommended to examine the effectiveness of PjBL in improving English language skills and integrating it with digital learning technologies.

Keywords:

Project-Based Learning, English language learning, innovative learning, teacher education



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INTRODUCTION

The development of 21st-century learning has transformed the educational paradigm from a *teacher-centered learning* model to a *student-centered learning model*. In the context of higher education, particularly in teacher education programs, this transformation has become increasingly crucial. Graduates are not only required to master academic knowledge but also to possess 21st-century skills, including critical thinking, creativity, collaboration, and communication (Pamuji et al., 2025). These competencies serve as a foundation for producing professional educators who are adaptive to the increasingly rapid changes of the modern era. This paradigm requires innovation in teaching methods that encourage students to be active and creative in the learning process, including in English courses, in order to prepare them as prospective teachers who are capable of implementing similar learning approaches in the future.

One innovative method that aligns with these demands is Project-Based Learning (PjBL). PjBL is a learning approach that uses real-world projects as the core of the learning process, in which students actively engage in exploration, interpretation,

synthesis, and creation to produce a product or work (Guo et al., 2020). This method is rooted in constructivist and social constructivist theories, which emphasize that knowledge is constructed through experience and social interaction, thereby encouraging students to develop independent learning abilities (Casfian et al., 2024; Guo et al., 2020). Within this framework, students are no longer passive recipients of information but become learning agents responsible for their own learning process (student agency), while lecturers act as facilitators who provide support according to students' Zone of Proximal Development.

The implementation of PjBL in teaching English as a Foreign Language (EFL) has been shown to produce positive impacts. Research conducted by Pogaru, Korompot, and Halim (2023) indicates that PjBL is not only effective in increasing students' learning motivation but also creates more meaningful learning experiences because the target language is used in the context of completing authentic projects (Anwar Korompot et al., 2023). Similar findings were reported by Nisa et al. (2025), who stated that PjBL integrated with digital tools can enhance students' confidence in speaking English and encourage the use of the language in real-life contexts (Nisa et al., 2025). Furthermore, PjBL can improve students' English-speaking skills by optimizing the use of the Conversation Gambit method during the learning process (Ardiansah, 2023). Moreover, PjBL also contributes to the development of 21st-century competencies such as collaboration and problem-solving, which are essential for students in the digital era. In the context of teacher education, the integration of PjBL has been proven to enhance planning, collaboration, and instructional competencies, while also fostering learner autonomy and reflective thinking in line with international teaching standards such as the CEFR (Undari et al., 2023; Yusupova et al., 2025).

In Indonesia, the implementation of PjBL has been adopted by educators across various levels of education, including both public and private Islamic higher education institutions. Studies conducted in madrasah contexts indicate that PjBL is effective in developing teachers' leadership competencies and strengthening religious character as well as the independence of prospective elementary school teachers (Muhajir et al., 2024; Muhammad Chamdani et al., 2023). A study by Lahudin, Primarni, and Riyanto (2024) at the elementary school level found that teachers' understanding and implementation of PjBL vary considerably and largely depend on institutional support and continuous professional training (Lahudin et al., 2024). This finding suggests that the introduction and habituation of PjBL during university education, particularly for prospective madrasah teachers, are highly important.

The Primary Madrasah Teacher Education Program (PGMI) at Institut Agama Islam Ngawi plays a strategic role in preparing qualified future madrasah teachers. Graduates of this program are expected not only to master Islamic and pedagogical knowledge but also to be capable of teaching general subjects, such as English, creatively and effectively to elementary-level students. However, one of the challenges in English instruction within the PGMI program lies in the limited relevance between course materials and the real teaching contexts that students will encounter in the future as madrasah teachers. Conventional teaching approaches may lead to low motivation and limited English proficiency among students, which may ultimately affect the quality of English instruction at the madrasah level.

Therefore, it is important to examine the implementation of Project-Based Learning as an innovative method in teaching English in the PGMI Program at Institut Agama Islam Ngawi. This study is expected to provide empirical insights into how PjBL

can be adapted within the context of madrasah teacher education, as well as its impact on students' English competence, creativity, and readiness to design contextual and meaningful learning experiences for MI students. Thus, this research not only contributes to the development of English teaching methods at the higher education level but also to the improvement of the quality of PGMI graduates who are prepared to face the challenges of 21st-century education in the madrasah environment.

METHOD

This study employed a qualitative approach using a case study method to provide an in-depth description of the implementation of Project-Based Learning (PjBL) as an innovative method in teaching English in the Primary Madrasah Teacher Education Program at Institut Agama Islam Ngawi. This approach was chosen because it allows researchers to understand phenomena within their natural context from the participants' perspectives (Creswell, 2018) and focuses on specific cases that are bound by time and place (Yin, 2018).

Primary data were obtained from the lecturer teaching the English course and 25 students who participated in the course using the PjBL method. Secondary data were derived from course-related documents such as the Semester Learning Plan (RPS), teaching modules, and students' project outputs.

Data collection techniques included participatory observation using observation guidelines and field notes, semi-structured in-depth interviews with lecturers and students selected through purposive sampling using interview guidelines and voice recordings, and documentation studies using document review sheets.

Data analysis employed the interactive model proposed by (Miles & Huberman, 2019), which consists of data condensation (selecting, simplifying, and coding the data), data display in the form of narratives or matrices, and conclusion drawing and verification. Then, the validity of the data was ensured through source triangulation and methodological triangulation.

RESULTS AND DISCUSSION

1. Implementation of Project-Based Learning in English Language Teaching in the Primary Madrasah Teacher Education Program

The results of the study show that the implementation of Project-Based Learning (PjBL) in the English course in the Primary Madrasah Teacher Education Program (PGMI) at Institut Agama Islam Ngawi has been carried out in a planned and systematic manner as part of student-oriented learning innovation. The implementation of this learning model is designed to encourage active student involvement in the learning process through project-based activities that require collaboration, creativity, and critical thinking skills. In its implementation, the lecturer does not only act as a deliverer of material, but also as a facilitator who guides students in designing, implementing, and presenting projects related to the use of English in the context of learning at Madrasah Ibtidaiyah. Through this approach, students are given the opportunity to integrate theoretical knowledge with real practice, so that the learning process becomes more meaningful and contextual. The projects assigned are generally related to the development of English learning media, the preparation of simple lesson plans, and the practice of using English in presentation and group discussion activities. The process is carried out through several stages, starting from determining the project topic, planning activities, implementing the project

collaboratively, and ending with the evaluation and reflection stage on the work that has been completed.

The results of observations show that the implementation of PjBL is able to increase students' learning motivation because they feel more directly involved in the learning process and have responsibility for completing the assigned projects. In addition, project-based learning also encourages students to develop various 21st-century skills such as communication skills, teamwork, problem-solving, as well as critical and creative thinking skills. Students do not only learn to understand English structures and vocabulary theoretically, but also practice their use in a more applicable context through the project activities they carry out. From the lecturer's perspective, the implementation of PjBL also provides opportunities to create a more dynamic and interactive learning environment compared to conventional learning methods that tend to be lecturer-centered. With project activities, the interaction between lecturers and students becomes more intensive, especially in the process of mentoring, discussion, and providing feedback on the development of student projects. In addition, learning evaluation does not only focus on the final results in the form of exam scores, but also considers the project development process, student participation, and the quality of the products produced.

Based on the research findings, it can be concluded that the implementation of Project-Based Learning in English courses in the PGMI Program at Institut Agama Islam Ngawi has a positive impact on improving the quality of the learning process, both in terms of student engagement, the development of language skills, and the strengthening of students' pedagogical competencies as prospective Madrasah Ibtidaiyah teachers in the future. This learning model is also considered relevant to the demands of modern education that emphasize active, collaborative, and contextual learning, so that it is able to prepare students to face the challenges of an increasingly complex and dynamic educational world. This finding is in line with research indicating that the implementation of PjBL in English classes can increase student participation and create more interactive and meaningful learning experiences for learners (Gai Mali, 2016)

Providing learning projects becomes one of the main strategies in implementing the Project-Based Learning (PjBL) approach in English courses, in which lecturers design various project tasks that must be completed by students either individually or in groups. These projects do not only function as ordinary academic assignments but also serve as the main output of the entire lecture process, reflecting students' understanding, skills, and creativity in using English. In practice, the projects are systematically designed so that students can directly practice the use of English in contexts that are meaningful and relevant to the educational field, particularly as prospective Madrasah Ibtidaiyah teachers. Through these activities, students are encouraged to actively explore information, engage in discussions, design ideas, and develop learning products that utilize English as a medium of communication.

The project work process usually begins with determining themes or topics related to English learning at the elementary school or madrasah ibtidaiyah level, followed by planning project activities, dividing tasks within groups, and collecting relevant references to support the completion of the project. During the implementation stage, students develop various forms of learning products such as teaching materials, interactive learning media, lesson activity plans, and presentation materials using English as the medium of instruction. In addition, students are also trained to present their project results in front of the class so that their oral communication skills in English can develop more optimally. This presentation activity is usually followed by a discussion session and

feedback from the lecturer and other students, thereby creating an interactive and collaborative learning atmosphere. Through this process, students do not only study language theory such as grammar, vocabulary, and sentence structure conceptually, but also apply it in real academic and productive activities.

Thus, learning is no longer passive and lecturer-centered, but instead provides space for students to actively participate as subjects of learning. The projects carried out also provide deeper learning experiences because students must go through processes of thinking, designing, problem-solving, and producing products that can be academically justified. In addition to improving English language skills, these project activities also contribute to the development of other important skills such as teamwork, time management, responsibility for tasks, as well as critical and creative thinking skills in solving learning problems. Therefore, the provision of learning projects in English courses does not only function as an evaluation tool but also as an effective learning medium to integrate aspects of students' knowledge, skills, and attitudes in a more contextual, active, and meaningful educational process. Previous research shows that the implementation of PjBL in language learning can improve communication abilities and language skills because students use the target language in authentic project activities (Nasiru Rosidin & Kurniawan, 2025).

The implementation of the Project-Based Learning (PjBL) method in the English learning process indicates a shift in the learning paradigm from teacher-centered learning toward student-centered learning, as emphasized in the concept of 21st-century education which places students as the main subjects in the learning process. In a student-centered learning paradigm, learning activities are no longer dominated by the one-way delivery of material by the lecturer but instead emphasize the active involvement of students in building, developing, and constructing their own knowledge through meaningful learning activities. In this context, the lecturer acts as a facilitator, motivator, and mentor who assists students in directing the learning process, providing feedback, and creating a conducive learning environment for knowledge exploration.

With this approach, students are given broader opportunities to think critically, express opinions, engage in discussions, and collaborate with classmates in completing various learning tasks. The implementation of PjBL also encourages students to be more independent in searching for information, analyzing learning resources, and integrating various concepts that have been learned into real products or projects. This makes the learning process more active, participatory, and contextual compared to conventional learning methods that tend to position students as passive recipients of information. In the context of *English as a Foreign Language* (EFL) learning, a project-based approach provides opportunities for students to use English more authentically in real communication situations such as group discussions, project presentations, the preparation of learning materials, and the development of educational media. Through these activities, students not only learn theoretical language aspects but also develop integrated language skills including speaking, writing, reading, and listening.

Furthermore, this learning model emphasizes the importance of collaboration among students in completing projects, allowing them to learn to work together, share ideas, and respect others' opinions during the task completion process. This collaboration also serves as a means to improve interpersonal communication skills and social skills that are essential in future educational and professional environments. Several studies on the implementation of PjBL in EFL classrooms show that project-based learning can increase the level of student engagement in the learning process because students feel

responsible for the projects they are working on. This engagement is reflected in increased participation in discussions, group activities, and their seriousness in completing assigned project tasks. In addition, PjBL has also been proven to foster self-directed learning attitudes, where students actively seek various learning resources to support the completion of their projects. Thus, the implementation of Project-Based Learning not only changes the interaction patterns within the learning process but also creates deeper and more meaningful learning experiences for students. This paradigm shift toward student-centered learning becomes an important step in improving the quality of higher education, particularly in preparing students to possess 21st-century competencies such as critical thinking, creativity, communication, and collaboration skills needed to face the challenges of an increasingly evolving global world.

Furthermore, the findings of this study are consistent with constructivist theory, which emphasizes that knowledge is not merely transferred from the teacher to learners but is actively constructed by individuals through learning experiences, reflection, and interaction with the surrounding social environment. From the constructivist perspective, learning is viewed as an active process in which students construct their own understanding based on experience, prior knowledge, and involvement in meaningful learning activities. Therefore, effective learning should provide opportunities for students to be directly involved in exploration, discussion, problem-solving, and collaboration with peers. In the context of implementing Project-Based Learning (PjBL), these constructivist principles are clearly reflected in the project activities that become the core of the learning process.

The projects carried out by students do not only function as academic assignments but also as learning tools that enable students to integrate various concepts they have learned into real activities. Through project work, students are required to identify problems, search for and analyze relevant information, develop work plans, and produce a product or solution that can be presented and academically justified. This process indirectly trains students to develop higher order thinking skills (HOTS), such as analyzing, evaluating, and creating something new based on the knowledge they possess. In addition, project activities also encourage intensive social interaction among students through group work, discussions, and the exchange of ideas in completing assigned tasks. This interaction becomes an important part of the knowledge construction process because students can learn from the perspectives and experiences of others. Thus, the implementation of PjBL not only helps students understand learning materials more deeply but also shapes them into active learners who are responsible for their own learning processes, capable of managing their learning independently, and prepared to face various academic and professional challenges in the future. This is in line with previous research indicating that project-based learning can improve teamwork abilities, academic discussions, and students' skills in preparing and presenting project results (Kusrin et al., 2021).

In addition, lecturers also emphasized that the implementation of Project-Based Learning (PjBL) is part of a strategic effort to align the learning process with the demands of the Outcome-Based Education (OBE) curriculum, which is currently widely implemented in higher education institutions. The OBE approach emphasizes that the educational process must be oriented toward clear, measurable learning outcomes that are relevant to the needs of the workforce and the development of knowledge. Within the OBE framework, learning success is not only measured by the extent to which students understand the concepts or theories delivered by lecturers but also by their ability to apply

this knowledge to produce works, products, or performances that demonstrate the achievement of certain competencies. Therefore, the learning model used in lectures needs to be designed in such a way that it provides opportunities for students to develop practical skills while also enhancing their critical and creative thinking abilities.

The implementation of PjBL is considered one of the approaches that aligns with OBE principles because it places projects at the core of the learning process that is oriented toward tangible outcomes. Through project activities, students are encouraged to integrate the knowledge, skills, and attitudes they have learned during the course into concrete learning products that can be presented. These products may take the form of learning media, lesson plan designs, instructional videos, or other educational works that use English as a means of communication. With the presence of these products, lecturers can assess more comprehensively the extent to which students have achieved the learning outcomes established in the curriculum. Furthermore, project activities also provide more authentic learning experiences because students are faced with tasks that resemble real situations in the educational field. Various studies also show that project-based learning can improve the quality of the learning process by encouraging students to be more creative in generating ideas, collaborating within teams, and solving various problems that arise during the project development process. Therefore, the implementation of PjBL not only supports the implementation of the OBE curriculum in higher education but also contributes to the development of 21st-century skills.

2. Lecturers' Perspectives on the Use of Project-Based Learning (PjBL) in the Learning Process

The results of interviews with the lecturer teaching the course indicate that the implementation of Project-Based Learning (PjBL) is viewed as one of the effective learning methods for increasing student engagement during the lecture process. The lecturer explained that when learning still used conventional methods that were lecturer-centered, students tended to demonstrate passive attitudes in participating in learning activities. In such situations, most students only acted as recipients of information, listening to the lecturer's explanations of the material and taking notes on things considered important without being actively involved in discussions or academic interactions. This condition made the learning process less dynamic and provided limited opportunities for students to develop critical thinking skills as well as communication abilities.

However, after the Project-Based Learning method began to be implemented in the course, the lecturer observed a fairly significant change in the pattern of student participation. Students appeared to be more active in participating in learning activities, both through group discussions, question-and-answer sessions, and in expressing ideas or opinions related to the material being studied. Learning activities became more interactive because students were directly involved in the process of completing projects that required them to collaborate, exchange ideas, and find solutions to problems encountered during the project work.

According to the lecturer, one of the main advantages of the Project-Based Learning method lies in its ability to encourage students to participate actively and take responsibility for the learning process they undergo. In project-based learning activities, students are not only involved in the task implementation stage but also from the planning stage to the evaluation of the project results they have completed. Students are invited to design project concepts, determine the objectives to be achieved, divide roles within the group, and

develop strategies for completing tasks systematically. Involvement from the initial stage makes students feel responsible for the success of the project they are working on.

In addition, the group work process in the project also provides opportunities for students to develop communication skills, coordination, and teamwork. In this process, students learn to respect others' opinions, present ideas argumentatively, and make joint decisions in completing tasks. Thus, learning does not only focus on mastering academic material but also on developing various social and academic skills that are important for students as prospective educators in the future.

In addition to increasing student engagement, the Project-Based Learning method also provides greater flexibility for students in determining the themes or forms of projects they will undertake. The lecturer provides space for students to choose project topics that align with their interests, creativity, and innovative ideas within the context of English learning. This freedom allows students to explore various forms of learning products, such as the development of English-based learning media, the preparation of simple teaching materials, and the development of presentation activities or learning simulations that use English as the medium of instruction.

Through these activities, students not only learn language theory conceptually but also practice its use in various activities that require active language skills. The lecturer also considers that this approach helps students understand the concept of English learning more deeply because they learn through direct experience in designing and producing learning products. These findings are in line with research conducted by (Chaniago & Febrina Dafit, 2024; Kusrin et al., 2021; Sihombing, 2023), which states that project-based learning can increase learning motivation and provide more meaningful learning experiences for students. In the context of foreign language learning, the use of projects allows students to use the target language authentically in various learning activities, making the learning process more contextual, applicable, and relevant to real-world educational needs.

3. Students' Learning Experiences in Project-Based Learning Implementation

The results of interviews with students indicate that the implementation of Project-Based Learning (PjBL) provides a different learning experience compared to the conventional learning methods that they had previously experienced in lectures. Students stated that English learning using a project-based approach makes the lecture process more interesting, varied, and less monotonous compared to learning that only focuses on the lecturer's explanation of the material. In conventional learning methods, students often only listen to the explanation of the material, take notes on the information provided, and complete individual assignments that are generally limited to written exercises. Such conditions make some students feel less actively involved in the learning process. However, after the implementation of the PjBL method, the learning atmosphere becomes more dynamic because students are directly involved in various learning activities that require active participation. Students do not only listen to explanations of the material but are also involved in group discussions, project planning activities, and task completion processes that require cooperation and communication among group members. This change in the learning pattern makes students feel more motivated to attend lectures because they have the opportunity to contribute directly to learning activities.

Students also revealed that through the Project-Based Learning method, they do not only receive learning materials theoretically but are also required to apply the knowledge they have obtained in project activities that are practical and contextual. In the

process of completing the project, students must carry out various stages of activities such as determining the project topic, searching for relevant reference sources, discussing with group members, and developing learning products that will be presented in class. This process allows students to learn more actively through knowledge exploration activities, idea exchange, and collaboration with group members. One student stated that project activities helped them understand the learning material more deeply because they had to read various references, compare information from several sources, and then process the information into learning products that could be understood by others. Thus, students do not only memorize the material delivered by the lecturer but also learn how to apply the concepts they have learned in real activities related to English learning. This process also trains students' critical thinking skills in analyzing information and formulating solutions to problems that arise during the project work.

In addition to providing a more active learning experience, students also stated that project presentation activities provide a very useful opportunity to practice speaking skills in English. In each project presentation, students are required to explain their ideas, the work process, and the results of the project they have created using English as the medium of instruction. This activity indirectly helps students become more accustomed to using English in academic communication situations, so that their speaking abilities can develop more effectively. Some students also revealed that these presentation activities helped increase their confidence in using English, especially when speaking in front of the class or expressing opinions during group discussions. In addition, the question-and-answer session after the presentation also provides opportunities for students to practice responding to questions and expressing arguments spontaneously in English. These findings are consistent with research conducted by (Jaya et al., 2025; Seftika et al., 2021), which show that the implementation of Project-Based Learning in foreign language learning can increase students' confidence in speaking and encourage the use of the target language in more authentic communication situations. Such authentic learning experiences become one of the important factors that can increase students' learning motivation and help them develop language skills more effectively in the learning process.

4. The Integration of Project-Based Learning (PjBL) in Learning Documents

In addition to primary data obtained through interviews with lecturers and students, this study also conducted an analysis of various learning documents used in the English course, such as the Semester Learning Plan (RPS) and teaching modules prepared by the lecturer responsible for the course. This document analysis was carried out to examine the extent to which the implementation of Project-Based Learning (PjBL) had been systematically designed in the learning plan before being implemented in the lecture process. The results of the analysis indicate that the project-based learning approach has been explicitly incorporated into the learning plan as one of the main strategies used to achieve the course learning outcomes. This can be observed from the structure of the RPS document, which not only contains learning objectives and the materials to be taught but also specifies the learning methods used, including the use of projects as the main activity in the learning process. In the document, the lecturer has designed a sequence of learning activities that enables students to be actively involved in various activities related to project completion. With clearly written planning in the RPS document, the learning process carried out in the classroom is not spontaneous or directionless, but instead follows a framework that has been designed in advance in accordance with the academic standards applied in the study program.

The RPS document also explains in detail the stages of project implementation that students must go through during the lecture process. These stages generally begin with project planning activities, in which students are asked to determine the topic, formulate the project objectives, and develop the work steps that will be carried out. After the planning stage, students then implement the designed project through various activities such as collecting information, conducting group discussions, preparing learning materials, and producing English-based learning products. At the final stage, students are required to present the results of the projects they have completed in front of the lecturer and their classmates. This presentation activity not only serves as a means to convey the results of their work but also becomes a learning medium that allows students to practice using English actively in the context of academic communication. In addition, the presentation activities are followed by discussion sessions and feedback from both the lecturer and other students so that the learning process becomes more interactive and reflective.

The RPS documents analyzed in this study are also equipped with assessment rubrics used by the lecturer to evaluate the project results completed by students. These assessment rubrics include several important aspects relevant to the course learning outcomes, such as the level of students' understanding of the material studied, the accuracy of English usage in both the product and presentation, the level of creativity in developing project ideas, and students' ability to collaborate with group members. The presence of these assessment rubrics provides clarity for students regarding the criteria used in the evaluation process so that they can understand which aspects need to be considered in completing the project. In addition to the RPS, the teaching modules used in the course also serve as supporting factors in the implementation of project-based learning. The modules function as learning resources as well as guides that help students understand the concepts of the materials being studied and provide direction in the process of completing the project step by step. With the consistency between the implementation of learning in the classroom and the planning documents such as the RPS and teaching modules, it can be concluded that the implementation of Project-Based Learning in the English course has been designed systematically and structurally. This indicates that the lecturer has carried out the learning process in accordance with the academic standards established by the study program and supports efforts to improve the quality of learning in the higher education environment.

The implementation of Project-Based Learning (PjBL) in this study is strongly grounded in constructivist learning theory, which emphasizes that learners actively construct knowledge through experience and social interaction (Piaget, 1969; Vygotsky & Luria, 1978). The lecturer's role as a facilitator rather than a knowledge transmitter reflects the principles of student-centered learning (Weimer, 2013) and aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learning occurs through guidance and collaboration (Vygotsky & Luria, 1978).

CONCLUSION

This study concludes that the implementation of Project-Based Learning (PjBL) in the English course at the Primary Islamic Teacher Education (PGMI) Program of Institut Agama Islam Ngawi has been systematically designed and effectively enhances the quality of the learning process. The findings demonstrate that PjBL facilitates a shift toward student-centered learning by actively engaging students in collaborative, creative, and critical project-based activities, while also enabling the practical use of English in

meaningful contexts. From both lecturers' and students' perspectives, PjBL fosters higher participation, stronger collaboration, and more interactive and meaningful learning experiences. Additionally, its integration into structured learning documents, such as the Semester Learning Plan (RPS) and assessment rubrics, indicates alignment with Outcome-Based Education (OBE) principles.

The main contribution of this study lies in providing empirical evidence that PjBL is an effective pedagogical approach in English language teaching within teacher education, particularly in developing both language competence and 21st-century skills. Therefore, PjBL is recommended for broader implementation in similar educational contexts. Future research should explore its impact on specific language skills and its integration with digital learning technologies to further enhance learning innovation.

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