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**IMPLEMENTATION OF MICROTEACHING BASED ON PROJECT-BASED  
LEARNING IN ENGLISH LANGUAGE LEARNING AT MA AL AMIRIYYAH**

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**Abstrak:** Tujuan penelitian ini adalah untuk mendeskripsikan dan menganalisis implementasi pembelajaran berbasis proyek (Project-Based Learning/PjBL) berbasis mikroteaching dalam pembelajaran bahasa Inggris di MA Al Amiriyyah. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk memahami secara mendalam implementasi pembelajaran berbasis proyek (PjBL) berbasis mikroteaching dalam pembelajaran bahasa Inggris di MA Al Amiriyyah. Subjek penelitian meliputi guru bahasa Inggris dan siswa kelas XI. Data dikumpulkan melalui observasi partisipan dan wawancara mendalam, kemudian dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Metode ini dipilih untuk mendeskripsikan proses, strategi, dan dampak implementasi PjBL secara keseluruhan. Implementasi model pembelajaran berbasis proyek (PjBL) berbasis mikroteaching di MA Al Amiriyyah memiliki dampak positif pada pembelajaran bahasa Inggris. Model ini meningkatkan partisipasi aktif siswa, membentuk lingkungan belajar kolaboratif dan kontekstual, serta mendorong perubahan peran guru menjadi fasilitator. Melalui proyek nyata dan kerja tim, siswa menjadi lebih percaya diri, mandiri, dan termotivasi. Pembelajaran menjadi lebih interaktif dan relevan, mendukung pengembangan keterampilan abad ke-21 dan kesiapan siswa untuk menghadapi tantangan global.

**Kata Kunci:** Pengajaran Mikro, Pembelajaran Berbasis Proyek (PjBL), Pembelajaran Bahasa Inggris.

**Abstract:** The purpose of this study was to describe and analyze the implementation of Project-Based Learning (PjBL)-based microteaching in English language learning at MA Al Amiriyyah. This study uses a descriptive qualitative approach to deeply understand the implementation of Project-Based Learning (PjBL)-based microteaching in English language learning at MA Al Amiriyyah. The subjects of the study included English teachers and grade XI students. Data were collected through participant observation and in-depth interviews, then analyzed using the Miles and Huberman model which includes data reduction, data presentation, and drawing conclusions. This method was chosen to describe the process, strategy, and impact of implementing PjBL as a whole. The implementation of the Project-Based Learning (PjBL)-based microteaching model at MA Al Amiriyyah has a positive impact on English language learning. This model increases active student participation, forms a collaborative and contextual learning environment, and encourages changes in the role of teachers to facilitators. Through real projects and teamwork, students become more confident, independent, and motivated. Learning becomes more interactive and relevant, supporting the

*development of 21st century skills and students' readiness to face global challenges.*

**Keywords:** *Microteaching, Project-Based Learning (PjBL), English Language Learning.*

## **INTRODUCTION**

English language learning at madrasah aliyah is currently faced with various challenges, such as low student learning motivation, lack of active speaking skills, and the dominance of lecture methods in the teaching process (Abdulloh and Makruf 2022) . At MA Al Amiriyyah, this phenomenon is an important concern because English language proficiency is an essential provision for students in facing the era of globalization and competition in the world of work. In this context, the implementation of *microteaching* based on *Project-Based Learning* (PjBL) emerged as an innovative alternative to improve the quality of English language learning. The emerging social facts show that many students have difficulty communicating using English actively due to the lack of structured and meaningful practice space (Nuarta 2020; Rambe 2024) . Most of the learning is still teacher-centered and oriented towards memorization, not communicative language skills. In addition, English teachers often have not fully integrated the project-based learning approach that can increase student creativity and collaboration. PjBL-based microteaching provides space for students to not only understand theory, but also practice directly using English in real and relevant contexts. (Pujiastuti 2023; Kapoh and Komarudin 2023) . This implementation is also a response to social and educational needs that require students to be not only academically competent, but also able to work together, think critically, and convey ideas effectively. Therefore, this approach is considered capable of forming a more participatory and contextual learning environment, as well as creating positive social change in English learning patterns in the MA Al Amiriyyah environment.

Several past investigations have indicated that employing Project-Based Learning (PjBL) in learning English can enhance students' language abilities, particularly in speaking and writing. Research by Astuti in 2020, conducted at a public high school in Yogyakarta, revealed that PjBL promotes students' active participation in the educational process and boosts their capacity to use English in context. In another study by Rahmawati in 2019, the focus was on incorporating microteaching in English teacher training. The findings showed that this approach effectively bolstered the confidence and teaching competencies of future educators, specifically regarding classroom management, strategies for delivering content, and providing constructive

feedback. Additionally, Lestari's research in 2021 explored the synergy of microteaching and PjBL, concluding that this method fosters a more collaborative, reflective, and competency-oriented learning environment suitable for the 21st century. This is particularly relevant for students at MA Al Amiriyyah, who require strategies that help them think critically and creatively, as well as communicate effectively in English. These studies lay a solid groundwork, indicating that the fusion of microteaching and PjBL is not just an innovative teaching method but also addresses the growing need for a more active and student-focused learning approach. Consequently, this study aims to reinforce earlier conclusions while making tangible contributions to the progression of English teaching practices at the madrasah level. This study has a novelty that lies in the integration of the *microteaching method* and the *Project-Based Learning* (PjBL) approach in the context of English language learning at the madrasah aliyah level, especially at MA Al Amiriyyah. Although there have been many studies that have discussed the effectiveness of PjBL and *microteaching* separately, very few studies have examined the combination of these two methods directly in English teaching and learning activities in the madrasah environment. This study not only highlights the effectiveness of learning from a theoretical perspective, but also emphasizes its practical application in forming 21st-century skills such as communication, collaboration, critical thinking, and creativity. Another uniqueness of this study is its contextual approach and is based on the local needs of students at MA Al Amiriyyah, which has not been widely used as a subject in educational research based on teaching method innovation. Through the integration of *microteaching* in project-based learning, students not only act as passive learners, but also as designers, actors, and evaluators in their own learning process (Saparuddin and Nisa 2024). This allows them to experience a more authentic, active, and meaningful learning experience. Thus, this study provides a new contribution to the educational literature, especially in the application of innovative learning methods that are in line with the characteristics of madrasah students. This novelty is expected not only to enrich theoretical insights, but also to be a practical inspiration for English teachers in improving the quality of learning that is more dynamic, participatory, and oriented towards developing students' real competencies.

The aim of this research is to illustrate and examine how Project-Based Learning (PjBL) is utilized in microteaching for English instruction at MA Al Amiriyyah. This goal stems from the pressing necessity for innovative teaching strategies that can tackle the demands of 21st-

century education, particularly in actively, creatively, and collaboratively mastering English language skills. Up to this point, English instruction at the madrasah level has largely been conventional and dominated by the teacher, with students remaining passive learners of information (Muhammad, Gumiandari, and Huriyah 2020). This situation has resulted in students struggling to enhance their productive skills like speaking and writing. By combining microteaching with PjBL, students are not only encouraged to grasp theoretical concepts but also to apply English practically through projects that connect with real-life scenarios (Pujiastuti 2023). Microteaching offers focused practice opportunities within a limited scope, while PjBL promotes collaboration among students as they creatively tackle project tasks (Setiawan and Hasanah 2025; Kapoh and Komarudin 2023). Therefore, it is crucial to outline the implementation process of this approach at MA Al Amiriyyah to assess its effectiveness, identify challenges, and understand its actual impact on enhancing students' language capabilities. Additionally, this study seeks to offer valuable insights for educators and educational institutions interested in adopting a similar framework, especially in fostering a learning environment that is active, engaging, and rooted in real-life experiences. In this way, the objective not only contributes to the advancement of educational theory but also holds significant practical importance in the field of education.

## **RESEARCH METHODS**

This research employs a descriptive qualitative framework, intending to thoroughly understand how Project-Based Learning (PjBL) is implemented in the microteaching of English at MA Al Amiriyyah (Sari et al. 2022). This method was selected because it is suitable for showcasing educational events in a natural and contextual manner, without altering any variables, and it enables researchers to examine the learning experience in both detail and depth. The participants in this investigation consisted of English instructors who used the method and grade XI students who engaged in the learning activities. Data gathering techniques included participatory observations and comprehensive interviews. Observations took place during lessons to see how microteaching and project tasks were executed in the classroom, while interviews were held with teachers and some students to delve into their views, experiences, and difficulties faced during the learning process. The analysis was conducted using the Miles and Huberman interactive model, which involves three phases: data reduction, data presentation, and conclusion/verification. Through this approach, the research aims to

provide a thorough and insightful description of the procedures, strategies, and effects of implementing PjBL-based microteaching within the context of English education at Islamic high schools (Nasution 2023; Abdussamad and Sik 2021).

## **RESULTS AND DISCUSSION**

### **Research Result**

#### **1. Increasing Active Student Participation in Learning**

One of the significant challenges in English learning at MA Al Amiriyyah is the limited engagement of students during lessons. Prior to introducing the Project-Based Learning (PjBL) model for microteaching, many students were often passive participants, merely listening to the teacher's explanations without attempting to speak or share their thoughts in English. This has led to a lack of development in their speaking abilities and diminished confidence in actively using the English language. Adopting the PjBL-based microteaching approach serves as an inventive solution to this issue, as it allows students to take an active role in their education through collaborative discussions, project development, and teaching practice. Learners become not just recipients of information, but also presenters, team leaders, and facilitators of their own learning experiences.

To further support this observation, researchers carried out detailed interviews with a selection of students and educators. An 11th-grade student remarked:

"When we engage in projects and microteaching, my confidence in speaking English improves, especially during presentations. I used to feel shy, but now I look forward to group tasks like those. "This statement shows a positive change in students' attitudes and engagement towards English learning.

Interviews conducted with English instructors also confirmed these results. Educators reported that following the introduction of this approach, there was a remarkable rise in student involvement. They became more engaged in responding to questions, participating in discussions, and started to feel comfortable with speaking in English, even if their language was still basic. Previously quiet students began to display excitement when assigned a part in a group task. In summary, this approach not only enhances comprehension of the subject matter but also fosters notable shifts in students' attitudes towards learning. These observations

indicate that creative teaching methods that actively engage students can establish an energetic and impactful learning atmosphere.

## **2. Establishing a Collaborative and Contextual Learning Environment**

Before adopting the Project-Based Learning (PjBL) microteaching approach, English instruction at MA Al Amiriyyah was largely isolated and disconnected from students' actual lives. Learners primarily focused on completing written tasks alone, like responding to textbook questions, without linking them to relevant everyday experiences. This led students to perceive English learning as just an academic requirement instead of a useful means of communication or practical ability. With the introduction of the project-based method, there was a transformation in how students viewed and experienced learning. They began collaborating in groups, creating and executing English-language projects that were pertinent to real-world scenarios—such as producing presentation videos, acting as tour guides, or simulating job interviews. These experiences fostered a cooperative and context-driven educational setting, where students gained knowledge not only from their instructor but also through collaboration and group discussions with their classmates. One of the students interviewed explained:

*"I am more enthusiastic about learning because we can work in groups and make projects that are connected to everyday life. Learning English is not boring and feels more beneficial."*

This quote shows that students feel more emotionally and intellectually engaged when learning is collaborative and contextual.

From the insights gathered during discussions with educators, it was found that activities centered around projects motivated learners to share thoughts and assist one another in finishing assignments. Educators remarked that the dynamics in the classroom grew more vibrant and engaging. Certain students even took on leadership roles while guiding their peers. In summary, the findings from the discussions established that the use of PjBL-oriented microteaching has fostered a learning space that encourages active participation from students, enhances cooperation among them, and deepens their comprehension of English content in practical situations.

### **3. Teachers Act as Active Facilitators**

One significant discovery during the execution of Project-Based Learning (PjBL) is the shift in teachers' roles from primary educators to dynamic facilitators. Within the English learning environment at MA Al Amiriyyah, educators no longer dominate the material delivery process. Rather, they take on the role of guides, supporting students through each phase of the project. They offer initial guidance, share learning resources, and give constructive input without controlling their every move. This transformation fosters a more interactive and conversational learning atmosphere, allowing students to feel more capable of discovering their own abilities. Additionally, student autonomy grows, as they do not solely depend on teachers for comprehension but also take the initiative to seek out information, collaborate in teams, and independently showcase their project outcomes. In an interview with one of the English teachers, Mrs. Siti Marwiyah, she revealed:

*"I used to lecture more, now I observe, guide, and discuss with students more. I see them becoming more active and brave in expressing their ideas."*

This statement indicates a shift in approach to learning that not only increases student engagement, but also strengthens teacher-student relationships in a collaborative setting.

Other interview results also strengthen this finding. Grade XI student, Nur Aini, said that

*"When studying projects like this, I feel more enthusiastic because I can learn while practicing. The teacher also doesn't pressure me, but instead helps me when I'm confused."*

From the assertion, it seems that the function of educators as guides significantly influences students' enthusiasm and ease in learning. Conversations with the principal further affirmed that this shift aligns with the school's mission, which highlights engaging and learner-focused education. Thus, this finding underlines that the role of teachers as facilitators is not merely a technical change, but rather a paradigm transformation in learning that supports the development of 21st century competencies, such as critical thinking, collaboration, and effective communication.

## **RESEARCH DISCUSSION**

### **1. Increasing Active Student Participation in Learning**

The results regarding the enhancement of student engagement through the use of the Project-Based Learning (PjBL) microteaching approach demonstrate that this novel educational method effectively addresses the longstanding issue of limited student participation in the educational framework. The use of project-based learning in microteaching creates opportunities for students to engage actively, whether they are presenting content, managing group interactions, or facilitating learning sessions. This shift significantly boosts students' confidence in speaking English, which was formerly their weakest area due to insufficient active practice. This outcome can be viewed as proof that direct participation in a relevant learning environment is crucial for fostering students' confidence, motivation, and their desire to learn both independently and in groups.

This understanding aligns with the social constructivism perspective suggested by Vygotsky, which claims that optimal learning happens when learners are engaged in social exchanges and authentic situations. Vygotsky highlighted the significance of the zone of proximal development (ZPD), a space where learners can reach their full potential with support and teamwork from others (Vygotsky, 1978). The PjBL framework implemented through microteaching offers students chances to operate within their ZPD, allowing them to gain knowledge from peers, instructors, and hands-on experiences. Moreover, the theory of active learning proposed by Bonwell and Eison (1991) reinforces this concept, stating that "students need to participate beyond just listening: they should read, write, converse, or engage in problem-solving." Therefore, boosting student involvement mirrors the application of contemporary educational theories that highlight active participation, real-world experiences, and social collaboration as crucial elements for achieving academic success.

### **2. Establishing a Collaborative and Contextual Learning Environment**

The results concerning the development of a teamwork-oriented and contextual learning atmosphere reveal a major shift in the method of English instruction at MA Al Amiriyyah following the introduction of the Project-Based Learning (PjBL) based microteaching strategy. What was once a solitary and inflexible learning environment has evolved into a more vibrant, engaging, and pertinent setting connected to students' everyday experiences. Through

collaborative activities and projects that reflect real-life scenarios, like tour presentations or job interview practice, learners not only grasp the language as a collection of rules but also as a relevant means of communication. The educational experience becomes more invigorating as students engage actively and emotionally, collaborate in groups, and share perspectives in genuine and captivating contexts. This interpretation is in line with the theory of *Situated Learning* by Jean Lave and Etienne Wenger (1991), which emphasizes that the most effective learning occurs when students learn in real and social contexts. In this theory, learning is seen as a process of participation in a community of practice, where students construct meaning through direct experience and social interaction. When students work in groups to complete relevant projects, they not only master linguistic skills, but also learn to communicate, negotiate, and solve problems collaboratively. In addition, Vygotsky's theory of *socio-cultural theory* also emphasizes the importance of the role of social interaction in learning, that "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment" (Vygotsky, 1978). This finding proves that learning that is designed contextually and collaboratively can increase students' motivation, involvement, and understanding of the material more deeply and sustainably.

### **3. Teachers Act as Active Facilitators**

The results regarding the shift in the teacher's role to an active guide in Project-Based Learning (PjBL) signal a significant change in the teaching methodology at MA Al Amiriyyah. In this approach, teachers cease to be the sole providers of knowledge or primary focus of instruction; instead, they assume the role of mentors who support students in a collaborative and investigative journey. Educators create a supportive learning atmosphere, offer initial guidance, and give constructive criticism while encouraging student innovation. This promotes the development of independence, self-esteem, and energetic involvement among learners. They not only grasp the material conceptually but can also apply it in practical situations through engaging and relevant projects. This change enhances the relationships between teachers and students, fostering a culture of learning that values participation and dialogue. This interpretation aligns with the Student-Centered Learning theory introduced by Carl Rogers in 1983, which asserts that "the only learning that has a notable impact on behavior is that which is discovered and adopted by the learner themselves." Within this framework,

teachers are meant to support the educational journey rather than completely guide it. Furthermore, Harmer in 2007 notes that when teachers take on the role of facilitators, they help students become engaged, autonomous, and thoughtful learners. This perspective aligns with the requirements of 21st-century education, which highlights the importance of developing skills in critical thinking, collaboration, and communication. These insights suggest that transforming teachers' roles from traditional instructors to facilitators is a key move toward fostering relevant and significant learning experiences, enabling students to become lifelong learners.

## **CONCLUSION**

Based on the findings and conversations presented, it can be inferred that applying the microteaching approach rooted in Project-Based Learning (PjBL) in English education at MA Al Amiriyah greatly benefits different facets of the teaching and learning experience.

To begin with, this approach effectively boosts students' engagement. Transitioning from a mostly inactive role, students grow in confidence and are more willing to communicate in English, particularly during presentations, group discussions, and microteaching events. This indicates that participating actively in a relevant learning environment can enhance students' motivation and bravery.

Second, project-based learning fosters an environment where collaboration and real-world context thrive. Students gain knowledge not just from theory but also through hands-on experiences and teamwork. Engaging in activities like creating videos, participating in role-playing exercises, and collaborating on group tasks enables students to connect the materials to their daily lives, enhancing the relevance, enjoyment, and significance of their education.

Third, the function of teachers has shifted from being mere instructors to becoming engaged facilitators. Instead of commanding the classroom, teachers now act as partners, providing guidance, direction, and motivation for students to become more self-reliant. This evolution supports a more dynamic and empowering learning experience that aligns with the requirements of education in the 21st century.

In summary, adopting PjBL-based microteaching can effectively promote a lively, cooperative, and context-rich learning environment while aiding in the development of independent, critical-thinking students who are prepared to tackle global challenges.

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