

**LEARNING EXPERIENCE THROUGH PROJECT BASED LEARNING
TO STRENGTHEN THE PRE-SERVICE TEACHERS
PROFESSIONALISM**

THESIS

**Presented to in partial fulfillment of the requirement
for Bachelor degree of English Language Education**



By:

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2026

ABSTRACT

Angelica Putri Larasati. Learning Experience Through Project-Based Learning to Strengthen the Pre-Service Teachers' Professionalism. Thesis. Department of English education, Muhammadiyah University of Ponorogo. Advisor 1 Dr. Ana Maghfiroh, M.Pd., BI. Advisor 2 Dwiana Binti Yulianti, M.Pd.

Teacher professionalism is a fundamental element in improving the quality of education, particularly in preparing pre-service teachers to meet the demands of 21st-century learning. Higher education institutions are required to provide learning experiences that not only emphasize theoretical understanding but also facilitate the development of professional skills, attitudes, and professional identity. However, learning in teacher education programs often remains dominated by theoretical instruction with limited opportunities for authentic teaching practice. Project-Based Learning (PjBL) has been widely recognized as a learner-centered approach that bridges theory and practice through authentic tasks, collaboration, and reflection. Therefore, this study aims to explore learning experiences through Project-Based Learning in strengthening the professionalism of pre-service teachers.

This study employed a qualitative case study design within an interpretivist paradigm. The research was conducted at Universitas Muhammadiyah Ponorogo as the primary research site, with additional comparative participants from Universitas Islam Negeri Kiai Ageng Muhammad Besari Ponorogo. The participants consisted of 36 pre-service teachers from the English Education program. The data sources included open-ended questionnaires and semi-structured interviews. Data were collected using questionnaire guidelines and interview protocols as research instruments. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing to ensure systematic and credible qualitative analysis.

The results of the study indicate that Project-Based Learning provides meaningful learning experiences that significantly contribute to strengthening pre-service teachers' professionalism. Four main learning experiences emerged, namely experiential learning through authentic teaching-related projects, collaborative learning, reflective learning, and academic literacy development. The stages of project planning, project implementation, and presentation and reflection were identified as the most influential phases in supporting professional growth. These experiences contributed to the development of professional skills, professional attitudes, pedagogical readiness, teaching confidence, and professional identity. In conclusion, Project-Based Learning plays an important role in strengthening pre-service teachers' professionalism by providing holistic and contextualized learning experiences that bridge theory and practice. It is recommended that lecturers and teacher educators continue implementing Project-Based Learning with clear guidance, continuous feedback, and structured reflection activities.

Keywords: Project-Based Learning, learning experience, pre-service teachers' professionalism, teacher education.

THESIS STATEMENT

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AGREEMENT PAGE

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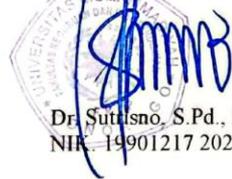
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MOTTO

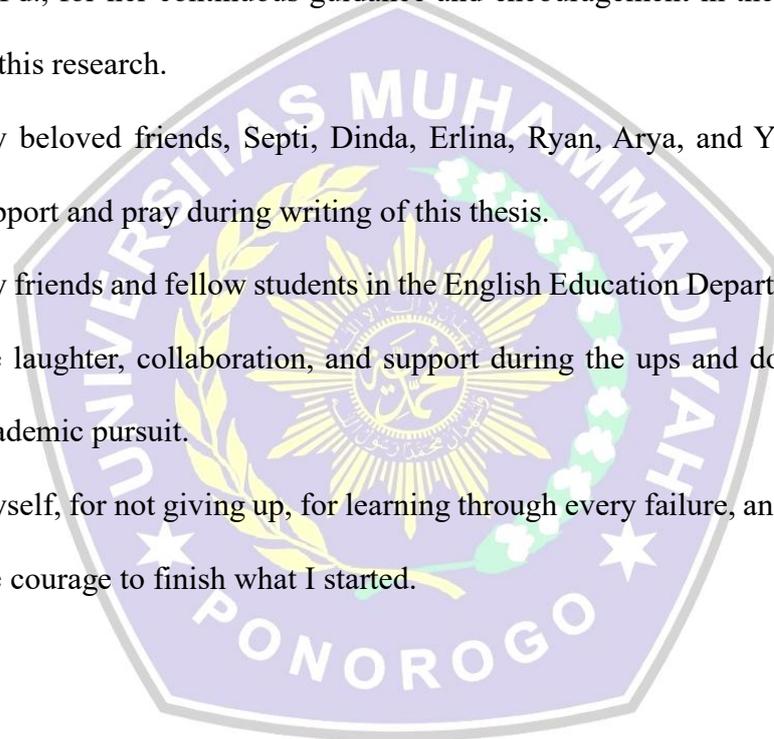
“Life is short. Smile while you still have teeth”

Hidup itu singkat. Tersenyumlah selagi masih punya gigi



DEDICATION

1. My beloved parents and family, who have been my greatest source of inspiration, strength, and unconditional love. Thank you for your constant prayers, sacrifices, and support throughout every step of this academic journey.
2. My advisors, Dr. Ana Maghfiroh, M.Pd., B.I. and Diwana Binti Yulianti M.Pd., for her continuous guidance and encouragement in the completion of this research.
3. My beloved friends, Septi, Dinda, Erlina, Ryan, Arya, and Yofi for their support and pray during writing of this thesis.
4. My friends and fellow students in the English Education Department, for all the laughter, collaboration, and support during the ups and downs of this academic pursuit.
5. Myself, for not giving up, for learning through every failure, and for having the courage to finish what I started.



ACKNOWLEDGEMENTS

In the name of Allah SWT, the most beneficent and the most merciful. All praise are due to Allah SWT for all blessings so that the author can accomplish this thesis. May peace and salutation be given to the prophet Muhammad SAW, who has taken all human beings from the darkness to the lightness. The author dedicates this thesis as partial fulfillment of the requirements for the attainment of the bachelor's degree in English Education Department Universitas Muhammadiyah Ponorogo.

The writer also would like to express her thank to:

1. Dr. Sutrisno, M.Pd., Dean of the Faculty of Teacher Education and Education.
2. Dr. Elok Putri Nimasari, M.Pd., as Chief of English Education Department.
3. Dr. Ana Maghfiroh, M.Pd., B.I. as 1st Advisor, and Dwiana Binti Yulianti, M. Pd. as 2nd Advisor.
4. Dr. Tintin Susilowati, M.Pd., as the English lecture of UIN Kiai Ageng Muhammad Besari Ponorogo has given me time to do the research.
5. All lecturers of the English Education Department, for the knowledge, support, and dedication given during the author's academic journey.
6. The English Education students of the class of 22, who also accompanied me throughout the process.
7. To the author's beloved parents and family, for their boundless love, prayers, and motivation.

The writer is fully aware that this thesis is far from perfection. Therefore, constructive criticism and suggestions are highly welcomed for better improvement. It is expected that this thesis will be useful for readers, especially

those who are interested in the field of English language education and bilingualism studies. Finally, may Allah SWT always bestow His blessings upon all of us.

Ponorogo, 19th Januari 2026



Angelica Putri Larasati



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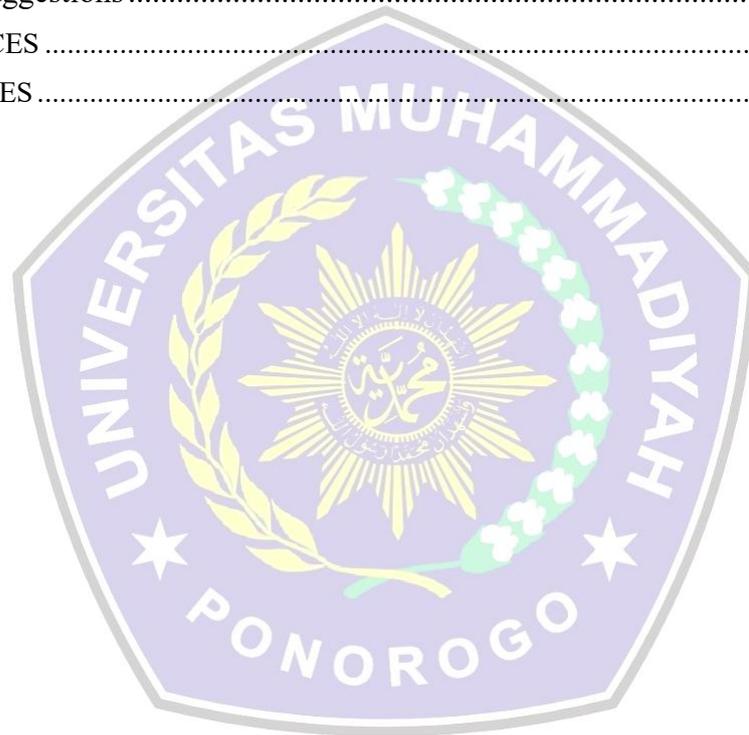


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