Implementing Project-Based Learning for Pre-Service English Teachers in Independent Home Teaching Internship

Siti Mariam[1]*, Catur Kepirianto [2], Raharjo [3], Nadiah Ma'mun[4]

[1][3][4]Faculty of Education and Teacher Training, UIN Walisongo Semarang, Indonesia
[2] Faculty of Humanities, Universitas Diponegoro, Semarang, Indonesia

*Correspondence email: sitimariam@walisongo.ac.id

A B S T R A C T

Due to the Covid-19 pandemic, the Education and Teacher Training Faculty of UIN Walisongo, Semarang, Indonesia offered Independent Home Teaching Internships in the academic year of 2021/2022. The purpose of this research is to explain the implementation of Project-Based Learning by pre-service English teachers, as well as to analyze the problems of teaching EFL learners in Independent Home Teaching Internship. The study employed qualitative descriptive research design. The research participants were 15 pre-service English teachers from the English Education Department. Interviews and documentation were used to collect data. According to the data, Project-based Learning was implemented in this program by creating some learning videos. They were video of learning media and also video of English teaching and learning process. The products of project-based learning must be uploaded in YouTube channel. Because this was the first time a teaching internship completed online via numerous platforms, there were also new concerns and hurdles in completing the program. As part of their online Project-based Learning, students struggled with preparing lesson plans and designing certain learning videos. Practical implications of utilizing this learning model make enhancing students' critical thinking skills, creativity, motivation and autonomous learners. However, they can solve the several problems namely bad connection of internet access, students' low motivation in learning English and classroom management in these programs.

Introduction

English is only taught in classrooms in Indonesia, and it is not widely used or spoken in social situations. As a result, English is now referred to as a foreign language. For that reason, many students have challenges and problems during the learning process because they do not fully comprehend the learning materials or what their teachers are saying. When delivering materials in the classroom, not only students, but also teachers, face numerous communication challenges. Following the Covid-19 attack on Indonesia, problems arose in almost every region.

The synchronous and asynchronous teaching learning process are present in all educational activities. It becomes a serious problem because knowledge is transferred through long distance learning, in which the teacher is unable to effectively monitor the students. All of these things contribute to pre-service training of English teachers who take part in teaching internships face a number of difficulties.

According to Asiyah et.al (2020) the teaching objectives of the internship program are the training and preparation of the students for professional teachers. As pre-service English teachers, students must learn how to coach English in real classrooms for roughly two months. They might be genuine teachers who are responsible for directing and managing their own classrooms. One of the responsibilities they have to bring the children into the classroom and teach them outside.

Then they comprehend the demanding situations of being a teacher and the way they have to be.

However, the didactic internship program is different from the previous one due to the pandemic of the 2021/2022 academic year. The faculty has implemented a new policy, the Independent Home Teaching Internship, in response to the pandemic's impact. To reduce the virus's propagation on a big scale, all actions in the teaching and learning process are carried out electronically from home. As a result, new challenges have emerged in the teaching practicum that did not exist in prior years. Because this is the first time the faculty has provided hands-on homeschooling, it becomes a special event for all who take this subject this year. With this issue, English teachers must prepare everything from the need to teach independently. They sought the assistance of the school's English teachers to guide the headmaster and teachers through the implementation of this program for coordination.

Teachers face new challenges when teaching online because they are unable to interact directly with students. As a result, creating an effective learning environment that is also comfortable has become a difficult and difficult task. The purpose of this study is to explain the implementation of using Project-based learning conducted by pre-service English teacher and to analyze the problems associated with teaching EFL learners during their Independent Teaching Internship.

In terms of education, the EFL audience consists of people who do not speak English as their first language or who do not speak the official language of countries such as China, Japan, or Korea Peng & Tian (2014). People who study English in a country where English is not spoken are referred to as EFL students (e.g. Japanese who learn English in their home country study EFL). As a result, non-native English speakers, such as Chinese English learners, are the primary users of EFL in China.

If a language is primarily learned in a classroom and is not widely spoken in the society in which it is taught, it is considered foreign. Learning a foreign language was traditionally a' mimetic' activity in which students repeated or imitated new

information. English is more likely to be taught and learned as a foreign language in Indonesia than in neighboring countries where English is widely spoken as a second language, such as Singapore, Hong Kong, and Malaysia. This means that the vast majority of English learning and teaching takes place in formal settings rather than informal settings. English learners in Indonesia do not have easy access to use English as a means of communication outside of the classroom.

In the context of English education in Indonesia, foreign language learning is defined as the study of a target language in a non-English speaking country as part of a linguistic community. A foreigner is someone who comes from another country using a foreign language. In this context, it is a language that is learned only during formal education. As a result, there are several opportunities for students to use the language. They are learning outside of the classroom in the context of foreign language learning. This is in line with the findings of Alyani & Ratmanida (2021) ; Atmojo & Putra (2022) meaning that the language, in this case English, is not employed as the primary means of communication between people. When the target language is infrequently spoken outside of the classroom, it is critical to include it and use it in the classroom.

According to Mali (2016); Rusnawati et al., (2020); Atmojo & Putra (2022) few factors make teaching English difficult in Indonesia. EFL teachers are initially required to teach large classes, often with more than 40 students. Although the definition of a large class in language learning varies. This number is not optimal for language teaching. Second, not all students in an English class are enthusiastic about the learning. English is a required subject, meaning students must master it in order to pass their exams. However, it only gets two hours of exposure per week. Teachers and students alike face difficulties due to poor students' enthusiasm and limited English study hours. Third, English is taught in both schools and universities. English is heavily emphasized which is emphasized on English grammar and vocabulary. This teaching assumes that if students understand English structure and

have appropriate vocabulary, they will be able to understand English text accurately. One outcome is the teaching of other technologies such as listening, reading, speaking, and writing.

English is a mandatory subject in Indonesian primary and secondary schools. The majority of the training events in these lessons are with stamping vocabulary, grammar, and reading English literature. Rather of using English as a means of communication, this emphasizes studying the rules of the English language. As a result, teaching and studying English in Indonesia brings distinct obstacles which is not encountered in nations like Hong Kong, where English is more widely spoken. Many formal education students begin learning English in primary school and almost all have no prior knowledge of the language. They are taught vocabulary through textbooks or by teachers who define it for them. This learning activity lasts almost till the completion of higher education. Because they have limited time in a classroom to absorb and only learn a piece of what is taught, they can then practice it more than they did previously. Despite the fact that they have been learning English for six years or more, their English proficiency is low Suryati (2013) ; Atmojo & Nugroho (2020).

When teaching them in an EFL context, it becomes one of many difficulties for teachers. Recognizing this problem, teachers in non-native English-speaking countries, particularly in Indonesia, face a difficult task in teaching English. Their primary goal, however, is to facilitate effective learning. It is the result of a good teacher with excellent teaching skills. From this vantage point, teacher's qualities draw attention, particularly when learners face difficulties that interfere with the learning process. Not only from the teacher, but also from English teachers in training who have never worked with English-speaking international pupils. They continue to struggle with their English teaching abilities because they are unaware of the realities of classroom management.

Teaching internships in real schools have become an important program for preparing qualified English teachers in this regard. Before receiving a teaching license, a teacher-in-training must successfully complete course requirements such as coursework and field experience. Teacher preparation programs place more emphasis on understanding what it means to be a teacher and learning how to be one than on learning how to teach students a specific subject. Aglazor (2017); Atmojo & Putra (2022); Rogayan Jr & Reusia (2021) state university degree before starting the teacher training course should enable the prospective teacher to concentrate fully on the teacher training course, since the technical content is already established. A teacher training college's goal is to help newly certified teachers advance not only as subject matter experts with pedagogical skills to deliver course-specific content to students, but also as people who adopt a collaborative mindset and are open to learning and professional learning development throughout their careers.

Pre-service teacher education programs equip graduates to become high-quality teachers with pedagogical techniques that will assist them meet the profession's ever-increasing demands. This program is conducted in many educational institutions. It is supported by the study of Iradel, C.M., Cadosales, M.N.Q., & Peres, (2021) in Philippines. The Interns identified what their expectations were and were not met, as well as challenges in providing education and managing classes. Still, they acknowledged the existence of a strong support system. They maintained a strong cognitive social classroom presence. They also demonstrated growth spirit resilience, integrity and tenacity to overcome challenges. Despite the difficulties they faced, they experienced success and gained insight during their online teaching internships. Subsequently, the teaching intern made some useful suggestions for improving the policies and practices of the teaching intern program.

A study of future teachers in Australia presents the results of a case study that examined current teachers' perceptions of the skills future teachers need to effectively deliver values education. To continuous learning, critical reflection and

growth, and excellent questioning and listening skills. In addition, they argued that future teachers must be able to recognize and respond to student diversity. Some of the roles and responsibilities of pre-service teachers, according to The University of Southern Queensland Australia's Professional Experience Handbook 2020, include: relationships with school supervisors, relationships with students' students, participation in general school activities, professionalism, attendance, lesson plans, and lesson observation.

Students at UIN Walisongo in Semarang's English Education Department of Education and Teacher Training Faculty are expected to be professional teachers with a positive attitude based on Islamic norms. As a result, students must adhere to all of the faculty's requirements and regulations, such as passing some lectures and participating in a microteaching subject as a simulation of the teaching and learning process. Each student who will complete this teaching internship must have completed a micro-teaching subject in the previous semester in order to master all the skills. Teaching practice in a microteaching class is the same as teaching in a traditional classroom. It is one of the subjects that all faculties of education and prerequisite courses must provide to students prior to their placement in schools to complete their teaching internship. It is an essential activity for aspiring English teachers. The goal of microteaching for all education faculty students is to meet the demands of fully immersing oneself in the field of teacher training. The overall goals of learning microteaching are to train and prepare students to be future teachers (Asiyah et al,2020).

Students who take the microteaching course as a professional teacher candidate must prepare themselves to fully comprehend teaching tactics so that they do not run into problems when practicing teaching in real schools. They'll be confident in their own skin. They must be able to implement instructional tactics from the beginning to the finish of the class. In order to transmit the learning information, students must also master the skills of fluency and accuracy speaking. Students can also broaden their knowledge and experiences, particularly when explaining English classroom materials.

Internships are extensive, field-based, context-sensitive professional learning experiences that stakeholders collaborate on during the final phase of teacher education preparation. The internship participant is given training and immersed in a variety of teacher-related activities. With increased authority, accountability, and responsibility, but with a safety net from thankful to collegial, the interaction between the intern and the class teacher evolves. Student learning is a desired outcome and the primary purpose of higher education institutions, and good teaching practice has a substantial impact on student learning. To deliver the best possible learning experience for their students, teachers aim to adhere to best practice guidelines. An internship is a student's most essential learning opportunity. Practical Teaching is a required subject for all aspiring teachers who have been accepted into a teacher training program.

Teaching internships in all higher education institutions are well-structured programs designed to give prospective teachers the opportunity to develop and assess their competence in a real classroom setting within the school environment. According to Tsang (2010); Tindowen et al., (2019) ; Atmojo & Putra (2022) state that field experiences such as studying abroad and tutoring students aim to bridge the gap between theory and practice. After certification and employment, the prospective teacher's professional identity is built on their teaching practice. Therefore, prospective teachers should be matched with competent, knowledgeable, and committed faculty advisors who will help them assume the full range of teaching responsibilities during this period of on-the-job training. Visiting teachers have the same influence on the professional growth and development of prospective teachers.

All courses in Education and the Faculty of Teacher Education at UIN Walisongo Semarang are eligible for a teaching internship. This course is aimed at students in their seventh semester who have fulfilled all university requirements. All students are divided into groups with different specializations, and for each group they are given the opportunity to teach a subject based on their

chosen profession. They will do teaching internships for two months and given a responsible person inside and outside the school classroom in accordance with the school policy. From the beginning to the end of the internship, all students are guided by host teachers and faculty advisors. It will be an excellent opportunity for them to put their education to use. As a result of this practice, they will be more mature in dealing with and resolving conflicts with pupils or even the educational system.

The following are the goals, objectives, and benefits of this teaching internship, as stated in the Guidebook of Independent Teaching Internship from Home (Asiyah,N & Hadi,N., (2020): a) to prepare students to become teachers with the necessary knowledge, skills, and attitudes for school; b) to improve students' teaching competence; and c) to provide students with experiences that will help them comprehend the existence of educational institutions and the problems associated with the learning process and school management. In this program, the faculty has employed independent teaching internship using online Project-based learning to every pre-service English teacher to create at least a learning video that uploaded in Youtube.

Literature Review

Project-based learning refers to training that teaches curricular topics through a project while emphasizing learner autonomy, collaborative learning, and task-based learning. This is in line with some studies were conducted by Abuhmaid (2020); Almulla (2020); Alyani & Ratmanida (2021); Apriliani & Listyani (2020). It is also supported by Ismaeel, D.A & Al Mulhim (2022). They stress the importance of combining traditional and online teacher placement strategies to improve teachers' TPACK skills. The research informs stakeholders, curriculum developers, teacher educators, and designers of teacher preparation programs to develop content-specific, technology-enhanced learning opportunities combined with the most

appropriate teaching methods.

This prepares educators to use technology to support education and take responsibility for facilitating digital transformation in education, one of Saudi Arabia's Vision 2030 flagship programs.

Internships in independent teaching also put the four teacher competences into reality, including: Professional competence is described as the capacity to grasp a wide range of learning resources in order to teach students to achieve competency criteria. After completing the teaching internship, students should be able to: a) master all lessons or materials assigned to them; b) develop the main materials; c) use supported materials or learning media; d) plan and implement remedial and enrichment programs; and e) contextualize the main materials and daily life according to each lesson.

Pedagogical competence is the ability to direct student learning, understand student characteristics, lead the class, assess, develop students to realize their potential, implement student assignments in the classroom, begin lesson planning, learning activities carry out and evaluate the learning process and consequently the application of teaching skills. Personal competence refers to a student's personality and attitude as a teacher candidate. The minimum goals that students should have after completing a teaching internship in this competition are: demonstrate mature thinking and measurement, have good speaking skills and show responsibility when fulfilling tasks.

According to Leach (2020); Atmojo & Putra (2022) the ability of a student as a teacher candidate to integrate themselves into the school environment or interact with others is referred to as social competence. The following minimum requirements must be met by students: a) understand and adhere to teacher ethical codes; b) cooperate with all school components, including peer students; c) participate actively in activities sponsored by the faculty, school, and peer group; and d) understand and adhere to the teaching internship committee, advisor, principal, host teacher, teachers, and the community surrounding the school.

Internships in education benefit students. They are as follows: a) provide opportunities for teacher candidates to act, prepare, and enhance their competence; b) provide field experiences about the learning process and school activities; and c) provide opportunities for teacher candidates to act, prepare, and enhance their competence. In order to meet the demands of users, students' feedback and experiences are also required for developing educational quality Bala, A & Bala (2020); Illingworth (2017); Iradel et al., (2021).

Research Method

Since the problem of teaching English as a foreign language from home is described in a descriptive way, this study belonged to the qualitative method and used the descriptive as a research design. This is in line with Creswell & Timothy (2019). The data source used in this study were students teaching experiences. The research participants were 15 students of seventh semester of the English Department of Education. The research was conducted at Education and Teacher Training Faculty of Walisongo State Islamic University in the academic year of 2021/2022. It was around 15 days in April 2022.

The data were gathered through interviews conducted by the researcher. The interview was conducted using google form, google meet and video call of WhatsApp. It was about the implementation of project-based learning in independent home teaching internship and the students' problems in conducting this program.

The method of systematically trying to find and compiling records acquired from interviews, field notes, and documentation with the aid of using organizing records into categories, breaking down into units, synthesizing, organizing into patterns, and choosing what's essential is called data analysis technique. The descriptive analysis technique was used by the researcher for this study. The researchers analyzed the data after collecting them by providing a description and explanation about the problems and how they solve those problems in

teaching EFL learners from home collected from the participants.

In this study, they combined record validation and triangulation approaches based on Creswell (2014). The triangulation method is a data series method that integrates a variety of current narrative data and recording resources. In this study, the following steps were taken to evaluate the data:

1. Facts are reduced in a systematic manner as a result of the system of selecting, summarizing, focusing on the critical information, and deleting the data that were not required for the observation. During this step, the researchers reviewed all of the interview and documentation records, including recordings, photos, and field notes. The goal of this step is to filter the records and describe them in sentences. The researchers also provided additional data and excluded facts that were repetitive or unimportant.

2. Information presentation strategy denotes that the data were processed to create a logical description, making the data understandable. The most common forms, according to Miles et al.,(2014) & Tracy (2013) represent facts. Historically, narrative texts were used in qualitative research. Searching for displays allows us to detect what is going on and perform a comparable analysis or caution based on that data. The data were tagged by the researcher in accordance with the research topic. It was then classified once more. This phase allows the information to be properly placed within the framework of prepared reports.

3. According to Miles et.al,(2014) ; Tracy (2013) the completion of drawing or checking is the final step in learning facts. The recommended preliminary results, however they are preliminary and will be replaced unless full evidence is discovered to help the next level in the series of data analyses. When the researcher returns to the field to collect data, the initial conclusions made are supported by legitimate and consistent evidence. The conclusions are most likely correct. Researchers at this level interpret previously

coded facts as variables and indicators. Images, recordings, or videos that explain in the form of a story and provide evidence to support the record. The final result or position is supported by substantial evidences.

Result and Discussion

The Implementation of Project-based Learning

Following the interview, the researchers gathered information on the issues facing self-teaching internships from home in 2021. After that, they were presented as qualitative data. Preparation, implementation, and evaluation were the topics of discussion. A total of 15 English teacher candidates provided data. They worked in a variety of schools. They virtually claimed that this year's teaching method is different and ineffective because the teacher cannot meet with the students face to face.

Because of the Covid-19 pandemic, all teaching and learning activities have been moved entirely online, using a variety of platforms. As a result, they were faced with the difficult task of developing an effective learning process. They did, in fact, encounter some difficulties. The results of interview are as follow:

Participant 1: *"I have a problem of designing lesson plan in one piece of paper".*

Participant 2: *"I consulted the difficulties of writing lesson plan with my advisor in WhatsApp".*

Participant 3: *"The project based learning makes us more creative in designing digital learning media and all of us now becoming YouTuber because our products are uploaded in YouTuber. We don't imagine before".*

Participant 4: *"It is for the first time, I make learning video for submitting in YouTube, that's great, although I face difficulties but I ask for some friends when I need help".*

Participant 5: *"In making learning video, firstly preparation, in this step I choose learning materials, then I design into video, I add the learning video some animation pictures, in order to it becomes interesting video. Because the learning video is for the seventh graders. Before I upload this video into YouTube, I sent to my advisor for asking assessment. If it is ok, I upload into my channel YouTube".*

Participant 6: *"I make digital flipped book for my learning video. I want to continue this project to my undergraduate thesis".*

Participant 7: *"There is no difficulties of all the independent teaching internship assignments in this program. There is a will, there is a way".*

Pre-service English instructors exercised their teaching by organizing and preparing all of the activities that were carried out according to the learning style that they had chosen. They were also required to construct a lesson plan, but this time only one paper. It was the master's first time implementing a new rule, and while it appeared to be simpler for him, several of them struggled. They must also generate a learning video as part of their e-learning implementation. As a result, students were able to master the materials and construct an interactive digital teaching tool, despite the fact that they were learning at a considerable distance. It's turned into a major problem. In this semester, pre-service English teachers had to make two learning videos as the project-based learning.
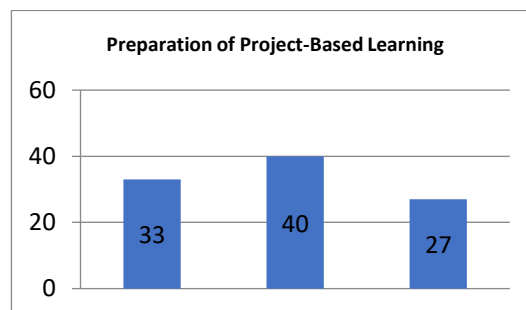

Figure 1. *Preparation of Project-Based Learning*

Table 1.
Preparation of Project Based-Learning

Fields	Percentage
Difficulty in developing a lesson plan	33 %
Difficulty in creating learning video	40 %
Classroom Management	27 %

The data was gathered by the researchers through an online interview. The researchers discovered some insights regarding difficulties in teaching EFL learners encountered by pre-service English teachers during their Home Teaching Internship.

WhatsApp Voice Call, Voice Note, and Chatting were used to conduct the interview. It was determined by the state of the internet connection and the respondents' request. The researchers were able to contact 2-3 people for interviews in a single day. As a result, it took the researchers about 15 days to complete the interview.

According to responses and results of the respondents, all indicated that the home teaching practice was ineffective for the teaching and learning process as it was done online and the students were unable to meet the teacher in person. Although it was not done in the classroom, it provided new challenges for teachers, specifically pre-service English teachers, to maximize the learning process. Based on the findings presented previously, teaching EFL learners is a difficult task as many of their students do not have a strong command of the English language. It has been recognized that English is only spoken as a foreign language in our country, so it is difficult for them to master the materials taught by the teacher. These findings are also in line with opinions of Karami et al., (2019); Kumari, D.S.S & Babu,(2021) Mali, (2016) ; Atmojo & Nugroho (2020). By doing this, the teacher mixes the languages between English and Bahasa Indonesia to help students understand the materials. They must also create a fun learning environment to encourage students to engage in class and create an interactive classroom. Next, the problems were broken down into three phases: planning, implementation, and evaluation. The planning required the prospective teachers to create a lesson plan on one sheet that had to include video learning, and then put together a learning video, which many of them struggled with because it accounted for 67 percent of the weather. To address this problem, they sought the advice of their visiting teachers in developing a curriculum. They also looked at other resources that could help them create instructional videos and digital education tools. The implementation of the learning process, which has to take place

according to the established rules. In line with the findings of Guo et al.,(2020); Miller & Krajcik, (2019) Michos & Petko, (2022) ; Rahayu & Fauzi (2020).

Because the pre-service teachers had to face the students virtually again, how they managed the class, taught the students, and created a comfortable environment became a serious job. Many of their students were unmotivated to participate in the online classroom. When their teachers asked them questions, the students did not respond or provide feedback. As a result, the teacher rewarded the students by giving them an extra point for actively participating in class. They made every effort to get the students to attend the class. As a result, this enables two-way communication between teacher and student. Aside from that, the problems with the flow of classes arose from the signal connection because many of the students live in remote areas where it is difficult to find a good connection. To solve this problem, some of them conducted offline learning by giving students materials on a paper and also doing assignments.

Because English is a difficult subject, students' English proficiency has also become a problem. As a result, their teachers encountered some constraints in transferring the learning materials to the students. Sometimes the medium of instruction used Bahasa Indonesian to facilitate learning communicatively and help students understand them that were delivered more easily. This phase's problems covered 80% of the total. It meant that pre-service teachers discovered problems as a result of students' attitude, motivation, internet access, English proficiency, and classroom management. All problems turned into difficult tasks to complete. Finally, when it comes to assessment and evaluation, 87 percent (13 people) said it was difficult to assess and evaluate the students because they did not submit their assignments on time. As a result, teachers must have additional time to wait for student's submissions.

Today, it is critical to empower teachers and schools or universities to live up to the correct pedagogical paradigm of online learning. It is undeniable that managing learning at home is far

more difficult than managing distance education in general. Internship students will be assigned to schools closest to their homes. It is suggested that the selected schools be organized on campus. This also improves internship students' understanding of the local socio-cultural and cultural conditions, allowing them to adjust to school more quickly. This is supported by Tsang (2010); Suryati (2013) Tindowen et.al, (2019) & Rusnawati et.al, (2020) ; Atmojo & Putra (2022) in their research results.

The presence of this internship student will assist teachers in overcoming challenges in implementing online learning. The university must also provide these interns with methods, strategies, models, digital media, and online learning evaluations. So that when they are placed in schools that have fully implemented online learning, they can assist teachers to the greatest extent possible. If this effort is successful, we will no longer hear from teachers, students, or parents who are having difficulty accompanying their children in online learning.

The research implication hopefully these research findings will be the next researchers' consideration mainly in using narrative inquiry as research design to explore research participants' voices. It is because studies about teaching internship and pre-service English teachers from various point of views become interesting research. The studies will have significance benefits to Education and Teacher Training Faculty.

Conclusion

The majority of English teacher candidates believe that the challenges they have when teaching EFL pupils are due to their lack of English ability. They don't have a good command of the English language. They are also unmotivated and are unaware of the need of improving their English abilities. Aside from that, policies requiring the learning process to take place online compound the problems. Apart from the lack of an adequate internet connection, the teaching and learning process was unproductive because the teacher did not meet personally with his students, limiting his capacity to offer effective lectures.

Each of the prospective English teachers has their own unique abilities and originality when it comes to solve challenges. Because most EFL students do not have adequate English skills, they must use *Bahasa* Indonesia to help their students understand the materials. Aside from that, they used Project-based Learning to produce interesting learning media for improving student motivation to attend classes. They also provided bonus credit to students who, although being online, actively participated in building a communicative environment in the classroom. It also seeks to motivate pupils to finish their homework on time. Because of the terrible internet connection, several of them also gave direct advice to the students on how to get the most out of their learning while staying on track with the health protocol.

Recommendation

In 21st century learning requires teachers to have teaching skills that are always creative and innovative. So pre-service English teachers need to be equipped with innovative learning skills such as project-based learning and problem-based learning. They also should be able to integrate learning that combines pedagogy and technology known as TPACK (Technological Pedagogic Content Knowledge).

Acknowledgment

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